CANADIAN THESES ON MICROFICHE

30650

THÈSES CANADIENNES SUR MICROFICHE

AUTHOR/AUTEUR

CRAGG, B.E.

TITLE/TITRE

AN EVALUATION OF GROWTH OF CLASSROOM TEACHERS...

30650

National Library of Canada | Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE | THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/NOM DE L'AUTEUR Beverley Eleanor Edwards CRAGG.

TITLE OF THESIS/TITRE DE LA THÈSE An Evaluation of Growth of Classroom Teachers Participating in an Experiential Transactional Analysis Course

UNIVERSITY/UNIVERSITÉ University of Alberta - Edmonton

DEGREE FOR WHICH THESIS WAS PRESENTED/GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE M.Ed.

YEAR THIS DEGREE CONFERRED/ANNÉE D'OBTENTION DE CE GRADE 1976

NAME OF SUPERVISOR/NOM DU DIRECTEUR DE THÈSE DR. D. D. SAWATZKY

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/DATÉ Oct. 19/76 SIGNED/SIGNÉ Beverley Cragg.

PERMANENT ADDRESS/RÉSIDENCE FIXÉ 7911-163 St.
Edmonton, Alberta

NL-91 (3-74)

INFORMATION TO USERS

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

This copy was produced from a microfiche copy of the original document. The quality of the copy is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Canadian Theses Division
Cataloguing Branch
National Library of Canada
Ottawa, Canada K1A 0N4

AVIS AUX USAGERS

LA THESE A ETE MICROFILMEE TELLE QUE NOUS L'AVONS RECUE

Cette copie a été faite à partir d'une microfiche du document original. La qualité de la copie dépend grandement de la qualité de la thèse soumise pour le microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

NOTA BENE: La qualité d'impression de certaines pages peut laisser à désirer. Microfilmee telle que nous l'avons reçue.

Division des thèses canadiennes
Direction du catalogage
Bibliothèque nationale du Canada
Ottawa, Canada K1A 0N4

THE UNIVERSITY OF ALBERTA

AN EVALUATION OF GROWTH OF CLASSROOM TEACHERS PARTICIPATING IN AN EXPERIENTIAL TRANSACTIONAL ANALYSIS COURSE

by

© BEVERLEY ELEANOR CRAGG

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

IN

COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDMONTON, ALBERTA
FALL, 1976

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "An Evaluation of Growth of Classroom Teachers Participating in an Experiential Transactional Analysis Course," submitted by Beverley Eleanor Cragg in partial fulfilment of the requirements for the degree of Master of Education in Counseling Psychology.

.....
Supervisor

.....

.....

Date October 12, 1976.....

TO GORDIE and ALLAN

whose lives and deaths provided
an impetus for my growth

"I shall be richer all my life
for this sorrow"

Shirley Holzer Jeffery

ABSTRACT

The object of this research was to evaluate the impact of a Transactional Analysis program on the personal growth of a group of classroom teachers. Twenty-eight teachers enrolled in a course entitled Transactional Analysis in the Classroom during Summer School, 1975, at the University of Alberta. Fourteen of these individuals volunteered to participate in the study. Of these 14 individuals, 8 attended a Life Script Marathon as well as participating in the course. The remaining six participated solely in the course.

Paramount to both programs was the establishment of a therapeutic environment. The course was developed on an andragogical model. The participants studied areas of Transactional Analysis theory that were personally relevant to them and then taught these concepts to the rest of the class. The instructor facilitated this process and was instrumental in establishing the environment. The focus of the Life Script Marathon was upon the private logic that the individuals used to lock themselves into archaic ways of thinking, feeling, and behaving.

The Personal Orientation Inventory (POI) and the Personal Response Questionnaire (PRQ) were administered to assess personal growth. Pre and post treatment measures were taken. The POI was chosen to assess the degree of self-actualization of the participants and the PRQ was chosen to assess their ego state functioning.

Analysis of the results show that both groups showed increases

in inner directedness and time competence, considered to be the central factors of self-actualization. Natural Child functioning increased in both groups and Critical Parent functioning decreased in the group that participated in the therapy marathon. An analysis of covariance indicated that the group that was also involved in therapy was significantly higher in Natural Child functioning and in acceptance and awareness of their personal strengths, than the group that was involved only in the classroom experience.

Generally, the results indicated that the program had an impact on the personal growth of the participants. Further research in this area is indicated.

ACKNOWLEDGEMENTS

I appreciate the contributions of the many persons who have helped to facilitate the completion of this thesis. I view this thesis as one culminating point in my own growth process. I therefore, would like to acknowledge and thank the following people:

Dr. Don Sawatzky, for his unconditional support and constructive critiquing of my work. Our friendship and the opportunity to 'team' both in teaching and therapy has been and is enriching for me.

Dr. Gene Romaniuk, for his assistance in the analysis of the data; and Dr. Doris Badir, for consenting to be my external examiner. I appreciate their constructive comments.

John Daley, instructor and therapist of the program studied, for providing a congruent model for the theory he teaches, and for inviting me to experience my own potency through our friendship.

The teachers, for volunteering to participate in this study.

Noreen Paananen, for her thorough editing and typing of this thesis.

My parents, for providing the early experiences through which I perceived learning as a joyful process and for watching and supporting my growth.

My husband, Dave, for his support and encouragement throughout my graduate program and for his willingness to share in the changing responsibilities this meant for our family.

My daughter, Carolyn, for believing I am a 'butterfly'; and my son, Bryan, for continuing to be enthusiastic about all of us going off to school.

Marilyn Hays, Connie Kenney, Sandy Kimmis, Pam Weinlick, and Yvonne Walsh for their meaningful friendships.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
II.	THEORY AND RELATED RESEARCH	6
	Theories of Growth	6
	Transactional Analysis	7
	Self-actualization	9
	Gestalt	11
	The Death Experience	14
	Summary	16
	Operational Definition of Growth	17
	An Overview of Transactional Analysis	17
	Structural Analysis	19
	Transactional Analysis	19
	Stroking	19
	Game Analysis	20
	Script Analysis	20
	Passivity	21
	Symbiosis	21
	Grandiosity	23
	Discounting	23
	Passive Thinking	23
	Passive Behavior	24
	Contracting	25
	Related Research	26

CHAPTER PAGE

Definitions 29

Time Incompetence 29

Time Competence 29

Other Directedness 29

Inner Directedness 29

Self-actualizing Value 29

Existentiality 30

Feeling Reactivity 30

Spontaneity 30

Self-regard 30

Self-acceptance 30

Nature of Man 30

Synergy 31

Acceptance of Aggression 31

Capacity for Intimate Contact 31

Parent Ego-state 31

Adult Ego-state 31

Child Ego-state 32

Questions and Anticipated Trends 32

Question 1 32

Question 2 33

Question 3 33

III. METHOD 35

Treatment Group Composition 35

Procedures 35

CHAPTER PAGE

Instrumentation 36

Personal Response Questionnaire 36

Personal Orientation Inventory 37

Procedure for Collecting Data 42

Analysis of Data 42

Development of the Treatment Program 42

Transactional Analysis in the Classroom 43

Goals 44

Rules of Classroom Communication 45

Life Script Marathon 45

Goals 46

Structure Established by Therapist 46

IV. RESULTS 48

Question 1 48

Question 2 51

Question 3 55

Ancillary Findings 59

Correlations 59

Directional Trends for Total Treatment Population .. 61

V. DISCUSSION 62

Suggestions for Further Research 69

BIBLIOGRAPHY 71

APPENDIX A: A Transactional Analysis Primer 76

CHAPTER PAGE

APPENDIX B: Training Standards of the International Transactional Analysis Association 91

APPENDIX C: Life Script Marathon 100

APPENDIX D: Personal Response Questionnaire 105

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1	Test for Significant Pre to Post Treatment Increases for POI Scales in Major Encounter Group Studies	41
2	Comparison of Mean PRQ Pre and Post Scores for Adult Education	48
3	Comparison of Mean Pre and Post Test Scores for Sample Receiving Adult Education Only	49
4	Comparison of Mean PRQ Pre and Post Scores for Adult Education Plus Script Marathon Sample	52
5	Comparison of Mean POI Pre and Post Scores for Adult Education Plus Script Marathon Sample	53
6	Comparison of Means of Adult Education Sample (1) with Adult Education Plus Script Marathon Sample (2) Using Post Test Scores of POI and PRQ	56
7	Summary of the Significant Findings of the Pre and Post Tests of the Adult Education Sample (1) and the Adult Education Plus Marathon Sample (2)	58
8	Correlation Between Scales of POI and PRQ	60
9	Direction of Shift in Scores from Pre to Post Measures of the POI and PRQ	61

LIST OF FIGURES

FIGURE	DESCRIPTION	PAGE
1	The Competitive Classroom	3
2	The Co-operative Classroom	4
3	Example of Symbiotic Relationship	20
4	Examples of Giving Personal Power Away	24
5	Comparison of Mean Pre and Post Test Scores on the POI for Sample Receiving Adult Education Only	50
6	Comparison of Mean POI Pre and Post Test Scores for Adult Education Plus Script Marathon Sample	54
7	Comparison of Means of Adult Education Sample (1) with Adult Education Plus Script Marathon Sample (2) Using Post Test Scores of POI	57

CHAPTER I

INTRODUCTION

Traditionally, teaching has emphasized the transmission of information and the mastery of specified content. Recently, there has been a shift from content to process. Through process teaching, the individual learns how to use the resources available and then apply them to content areas that are personally or socially relevant. Central to this educational experience is the emphasis on the personal growth of the individual. The goal is to teach the student how to understand, direct, and develop himself.

Growth and development are influenced by two forces, namely heredity (nature) and environment (nurture). Heredity provides potentialities of the individual, while environment provides the opportunity, the stimulus, and the nurture for the realization of these potentials. Psychology has long debated the issue of the significance of each. Education though, can have no impact on the heredity factor but it can address itself to the environmental issues. Educational environments can help the student grow and develop as fully as possible; to the extent of his potentialities (Mann, 1972).

Borton (1970) states that "an education without the understanding of self is simply training in an irrelevant accumulation of facts and theories" (p. vii). A student must learn the processes for coping with his concerns about his inner self and the outer world. Further to this Borton writes the following:

> By stressing the relation between process and concerns, it should be possible to make school as relevant, involving, and joyful as the learning each of us experienced when we were infants first discovering ourselves and our surroundings. (p. vii)

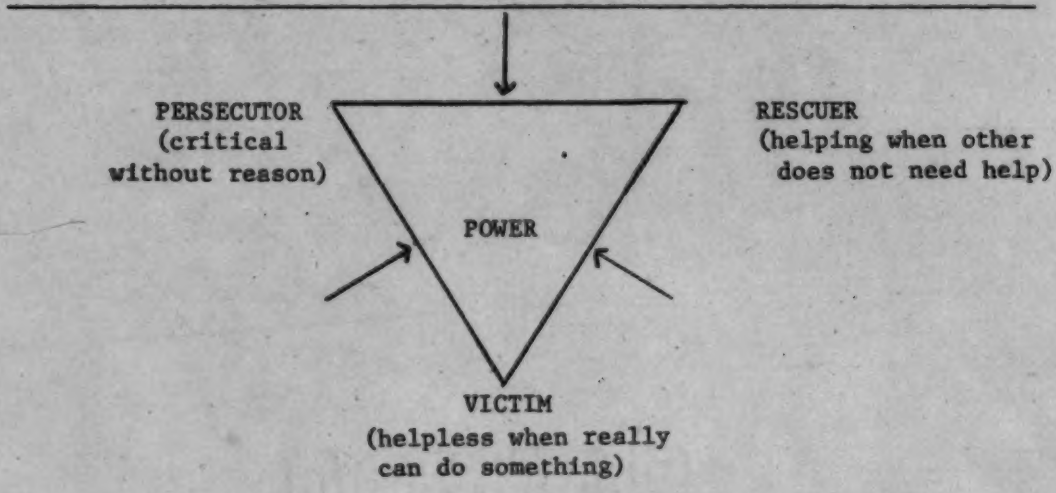
How then is the environment created whereby process education is facilitated and both cognitive and emotional growth occurs? One area of the human potential movement which addresses itself to this question is Transactional Analysis. Basic to this theory is the belief that individuals are born with everything they need to grow and develop in healthy ways (Haimowitz, 1975). Particular experiences may hinder or even stop this growth but within a nurturing environment individuals may reclaim their natural potential and experience their own unique potency.

Two types of classroom environments can be established. One is competitive (diminishing) while the other is co-operative (therapeutic).

In the competitive environment, vertical striving is the norm. Each student's place is secured relative to being above or below someone else in the class (smarter than, dumber than, worse than, etc.). Each individual is redefined by others. There is an external locus of control. Classroom roles are defined. In transactional terms, the competitive environment invites games rather than social co-operation based on mutual respect. The interactions are based on personal power rather than personal potency. This classroom can be illustrated as in Figure 1.

FIGURE 1

THE COMPETITIVE CLASSROOM

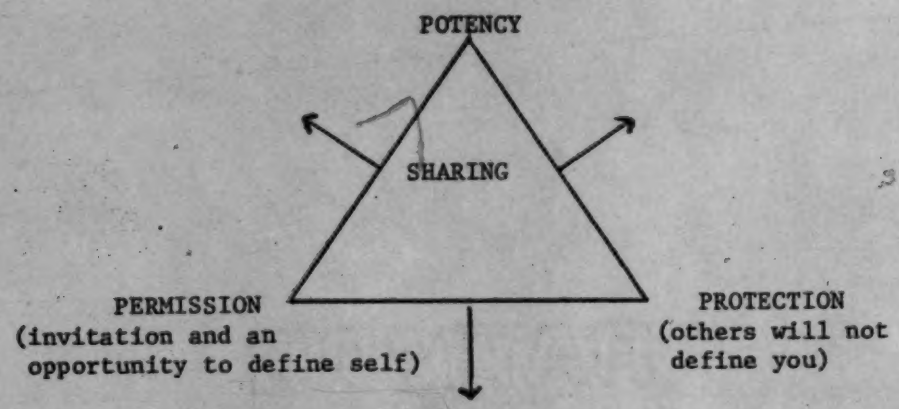


This classroom is illustrated as being founded on an unstable base, as are the individuals experiencing it. The definition of self through others may be termed an outside-in experience.

In the co-operative environment, horizontal striving or self striving is the norm. The student's growth is not defined relative to others but in terms of where he has been and where he has arrived. Individuals are encouraged to define themselves. There is an internal locus of control. In transactional terms, the co-operative environment invites uniqueness, whereby individuals can experience their potency, define who they are, and enter in to intimate interations. This classroom could be illustrated as in Figure 2.

FIGURE 2

THE CO-OPERATIVE CLASSROOM



This classroom is illustrated as being established on a stable base. There is permission to be unique and protection for being unique. In this atmosphere the teacher defines himself and models his own potency and invites students to do the same. This definition of self may be termed an inside-out experience.

The classroom teacher is the facilitator of the process. Several writers, (Frazer, Byrn, & Shaver, 1971; Vitro, 1971, 1972, 1975; Vitro & Yvon, 1972) suggested that there is a growing need to incorporate into teacher preparation programs, methods and strategies that promote and engender sensitivity to affective needs. Further to this, "the personal adjustment of teachers is viewed by many to be an important element in teacher effectiveness (Combs, 1965, 1972;

Dinkmeyer, 1971; Purkey, 1970; Hamachek, 1971)" (Frazer & Vitro, 1975, p. 26). Following from this, it would seem that training in Transactional Analysis might serve a dual purpose of providing teachers with a useful skill for facilitating the co-operative classroom as well as an opportunity for personal growth.

A program, Transactional Analysis in the Classroom was established for teachers during Summer School, 1975 at the University of Alberta. The instructor, rather than teaching content, facilitated the process so that those enrolled in the course could experience and participate in a co-operative or therapeutic classroom. The classroom experience was based on permission and protection so that individuals were invited to experience their own potency and to apply this process to the content area that was relevant to them personally. As part of the program, there was also the opportunity to participate in a more intensive experience, whereby contracts for therapeutic change were established and worked upon.

The focus of the above mentioned program was upon personal growth. The goal was to facilitate a more fully functioning, inner-directed individual. The purpose of this study is to examine whether this did occur. Since the design was descriptive rather than experimental the results are not generalizable beyond the particular individuals studied.

CHAPTER II

THEORY AND RELATED RESEARCH

The focus of the chapter is upon the literature pertaining to the major concepts of this study. Initially, the concept of growth is reviewed from four different positions. The theory of Transactional Analysis, as the conceptual basis for a growth oriented program for teachers, is presented. Finally, the questions to be investigated by this study are posed.

Theories of Growth

The purpose of this study was to measure the changes that occurred when individuals were involved in a personal growth oriented program that was both educational and therapeutic in nature. The treatment program exposed the participants both theoretically and experientially to the Transactional Analysis and Gestalt models. Measurement of the program incorporated scales based on transactional analysis theory and self-actualization theory.

In order to examine the concept of growth, the writings of Eric Berne, Fredrick Perls, and Abraham Maslow are reviewed. These three writers refer either directly or indirectly to the need to die to an old way of life in order to grow toward becoming a more fully functioning individual. Elizabeth Kubler-Ross addresses this interface between growth and death, believing that as individuals we cannot live fully until we come to terms with the finiteness of our existence. Her writings relating to growth through the death experience are also reviewed.

Transactional Analysis

The goal of Transactional Analysis is to develop autonomous functioning. Berne (1961, 1964, 1966, 1972) states that autonomous functioning is the sign of the fully functioning individual. An individual attains personal and social control, in that all behaviors become free choices, subject only to his will. Early in life an individual makes a series of decisions about which of his parents' or parent-figures' teachings he will accept. From these decisions adaptations in thinking, feeling, and behavior are made. Because these adaptations are based on decisions made by the individual, it is possible, given the right conditions, for the individual to make a redecision and thereby develop his capacity for autonomy.

"The attainment of autonomy is manifested by the release or recovery of three capacities: awareness, spontaneity, and intimacy" (Berne, 1964, p. 178). An individual is born with these capacities but may negate them in some way by adapting to the parental, social, and cultural expectations he perceives. Autonomy then consists of gaining awareness of these perceived expectations, making a redecision to live a life free of compulsive behaviors, and making conscious choices that enable spontaneous intimate living.

Awareness requires living in the present. "The aware person is alive because he knows how he feels, where he is and when it is" (Berne, 1964, p. 180).

Spontaneity refers to the ability to express one's authentic feelings. It implies a freedom to choose one's reactions and means

a liberation from feelings and behaviors that are driven, compulsive, or are stylized to fit the environment or meet others' expectations. The spontaneous person feels his own feelings, thinks his own thoughts, and feels strong enough to truly expose himself to another individual.

Berne (1964) states that, "Intimacy means the spontaneous, game-free candidness of an aware person, the liberation of the eidetically perceptive, uncorrupted child in all its naivete, living in the here and now" (p. 180). Bilateral intimacy occurs in relationships that are candid and game free; where there is mutual giving and receiving without exploitation (Berne, 1972). Real contact is established. Each individual is willing to define himself. The individuals can establish a union without losing themselves. They can remain separate unique individuals.

Harris (1967) states that the "goal of Transactional Analysis is to enable a person to have freedom of choice, the freedom to change at will, to change responses to recurring and new stimuli" (p. 82).

James and Jongeward (1971) describe the fully functioning individual as a winner. "A winner is one who responds authentically by being credible, trustworthy, responsive, and genuine, both as an individual and as a member of society" (p. 1). He actualizes his own uniqueness and appreciates the uniqueness of others. He lives his life by who he is rather than who he should be. He is autonomous. The winner assumes responsibility for his own life and to him time is precious. He knows his strengths and limitations and fears neither. He is spontaneous and enjoys his accomplishments. He is actively

involved with people, being concerned, compassionate, and committed to improving the quality of life.

Self-actualization

In an attempt to investigate the whole individual, Maslow (1954) studied healthy creative persons and from this drew his conclusions. He claims that man possesses an inner nature. This nature is concerned with the pursuit of the gratification of certain needs. These needs form a heirarchial structure. The higher needs emerge only when the more prepotent lower needs have been satisfied. The development of the whole individual consists of gratification of the highest needs; the highest being the need for self-actualization. The actualizing process is the "discovery of the true self and the development of existing or latent potential" (Gobel, 1970, p. 25) leading to an autonomous fully functioning individual who develops from within to the full stature of what he is capable of becoming.

Maslow believes that a person's inner nature is forever pressing toward actualization. Although many may be thwarted in this movement, the essential nature of the healthy personality moves in this direction. Maslow (1967) writes:

> All the evidence that we have (mostly clinical evidence) indicates that it is reasonable to assume in practically every human being and certainly in almost every newborn baby, that there is an active will toward health, an impulse toward growth, or towards the actualization of human potentialities. (p. 153)

Maslow (1954) describes self-actualizers as being:

1. Realistically oriented. Their perceptions are more accurate. They do not let their hopes and wishes, fears and anxieties hamper

objectively assessing reality.

2. Accepting of self and others. Self-actualizers accept their faults and weaknesses and those of others with philosophic ease. They do not try to mold others into what they prefer them to be.

3. Spontaneous. They are not inhibited or bound by ordinary conventions in society but experience life freely and freshly with the joy and awe present in a child.

4. Problem centered. Self-actualizers are dedicated to working on tasks they consider important. They will work persistently when problems confront them.

5. Psychologically free. They are inner supported rather than outer supported. Resisting conformity to the culture, they are free from conventional stereotypes. The environment is a means by which the self-actualizers achieve their goals. They do not just cope with the environment, they transcend it.

6. Compassionate. Self-actualizers show concern for the welfare of mankind and can identify closely with their fellow humans.

7. Selective in social relationships. They are capable of deep attachments to a few special people. They experience intimacy more frequently than the average person and possess the ability to love deeply. Their relationships tend to be profound and spontaneous rather than superficial. Certainly they are never exploitive.

8. Democratic. Their values and attitudes are of a democratic nature. They feel respectful and show respect for other human beings.

9. Morally certain. There is no confusion between right and

wrong, and they hold firmly to their beliefs and principles.

10. Humorous. They possess a great sense of humor but it is never hostile nor directed with the intention of hurting others. Their humor is intrinsic to the situation.

11. Creative. The individualism of self-actualizers is imprinted on everything they do. Their life has an unfailing creative style.

Self-actualization is not an end point but rather an ongoing process. It is the making of many choices at any particular point in one's life. Self-actualizing people clearly demonstrate wholeness and unity in personality. They seem to be integrated and at one with the world and themselves. They are spontaneous and in control of their lives. Self-actualizers are autonomous. They are ruled more by their own inner nature than by the laws of society. They know their strengths and limitations and look inside themselves for the path to fulfillment. They are developing to the highest stature of which they are capable.

Gestalt

"Based on awareness and a change theory of personality, Gestalt therapy is closely allied with the 'third-force' movement in psychology and education" (Peavy, 1973, p. 76), which has its basis in Maslow's theory of personality and growth. Peavy further states that:

> Third force psychology validates the common observations that individuals are able to grow to greater health; can increase the range and flexibility of their behaviors; have a capacity for creating solutions; even though functioning 'normally' can learn to function

> with even greater enjoyment and effectiveness and are able to transcend their 'average' living habits. (p. 75)

It is within this context of growth that Gestalt therapy is rooted.

Perls (1971) believes that only in the present does responsive creative living occur. Past and future are important only to the extent that they are part of present experiencing. Every individual has "only one inborn goal—to actualize itself as it is" (p. 33). This potential can only be reached if one lives and reviews every second afresh.

Health is defined by Perls (1971) as "an appropriate balance of co-ordination of all what we are" (p. 6). One must experience one's life rather than endeavor to explain it. Through this response-ability to the situation, maturing can occur and Perls (1974) describes maturing as "transcendence from environmental support to self-support" (p. 30).

In order to reach this level of functioning, Perls describes five different personality layers which must be worked through for truly authentic living. These layers are summarized by Peavy (1973). They are:

1. Phoney--where one plays games and presents a concept of self rather than the true self.

2. Phobic--where one discovers his objections to what he is. He encounters his 'should' system and his fears. The greatest fear being that of change.

3. Impasse--where one feels empty and stuck. The individual is unable to move and does not know where to move to.

4. Implosive--where one's energy is compressed. He is rigidified to hold himself in.

5. Explosive--where one explodes into life. These may be large or small depending on the energy held back at the implosive layer. Energy moves from compressed to expressed. The main explosions are anger, grief, joy, sexuality, and creativity.

The maturing individual is then in touch with himself, and the world, rather than only in touch with his fantasies, projections, and apprehensions. Unfinished business in one's experiencing, is a source of irritation, of fantasizing, of misunderstanding, and consumes energy. It is the intermediate zone of fantasy that prevents a person from being aware of either himself or the world. By moving through the five layers described, a person can "reown the disowned parts of the personality until the person becomes strong enough to facilitate his own growth, to learn to understand where are the holes, and what are the symptoms of the holes" (Perls, 1971, p. 41).

People have two systems with which to relate to themselves and the world. "The sensoric system is for orientation--the sense of touching, where we get in touch with the world. We also have the motoric system with which we cope, the system of action through which we do something with the world" (Perls, 1971, p. 65). A healthy complete individual has both a sense of orientation and an ability to act.

The goal then is to bring a person's inward subjective processes and his outward behaviors into a unified gestalt which is complete,

free of blocks and holes, and releases adequate energy for response-ability and effective living. The focus will be upon "what one's body is doing, what one's mind is doing, and what is or is not going on between individuals, thus underscoring the importance of present, actual awareness of motoric, symbolic, and interpersonal levels of behavior" (Peavy, 1973, p. 77).

Fagan and Shepard (1970) indicate that a person who reaches this level of functioning will have ease and versatility in relating, sensory awareness, freedom of bodily movement, spontaneity, emotional responsiveness and expressiveness, enjoyment, creativity, intimacy, open direct contact with others, competency, immediacy, self-support, and experiencing in depth.

Early in life a child learns to manipulate his environment to avoid frustration and the pain that often occurs with change. Perls (1971) states that "without frustration there is no need, no reason to mobilize your resources, to discover that you might be able to do something on your own" (p. 35). The characteristic of immaturity is to manipulate the environment to avoid change because to "suffer one's death and to be reborn is not easy" (Perls, 1971, cover). To stop the manipulation, to use one's potential to experience and grow, is the process of maturation. For Perls (1971) "achieving the centre, being grounded in one's self, is about the highest state a human being can achieve" (p. 40).

The Death Experience

Laura Perls (1970) states that in "our Western world, the neurotic

is the man who cannot face his own dying and therefore cannot live fully as a human being" (p. 129). Breaking old patterns is like dying, at least dying to old ways of life for an unknown new life of meaning and relationships. Often crises and fear accompany growth and change. "But living without change is not living at all, not growing at all. Dying is a precondition for living. To limit the process is to exist as compressed beings" (Imara, 1975, p. 147). Kubler-Ross (1975) in reviewing Imara, states that:

> He explains that we must learn to die in order that we may learn to live, that growing to be who you truly are requires sometimes that you die to the life chosen for you by society, that each new step of growth involves a throwing off of more of the shackles restraining you. He shows that in order to grow, you must continuously die and be reborn, much as a caterpillar becomes a butterfly....By understanding the growth producing properties of dying, you can learn to 'die' and grow at any point you choose. (p. 147)

Kubler-Ross (1970, 1975) describes several stages of dying that can apply to any significant change (i.e. divorce, moving, redecision regarding a job of life style, etc.) in a person's life. Change is a regular occurrence in the human existence. How then can a person learn to productively deal with each change he encounters--each time he must die and be reborn? Kubler-Ross, Braga, and Braga (1975) state that the key is

> through accepting the finiteness of our individual existences that we are enabled to find the strength and courage to reject those extrinsic roles and expectations and to devote each day of our lives--however long they may be--to growing as fully as we are able....to define ourselves in terms of the feedback we receive from our own internal valuing system. (p. 164)

Each person is born to be a unique individual, unlike anyone else, but the potential for growth is blocked when one is captive to cultural role expectations and behaviors. By seeking out and building upon one's inner resources, one can commit himself to growth--to becoming all that he can become.

This means a commitment to take time to grow moment by moment. If "you live your life in preparation for tommorrow or in remembrance of yesterday...each today is lost" (Kubler-Ross, et al., 1975, p. 164).

Kubler-Ross et al. (1975) further define growth in this way:

> When human beings understand their place in the universe, they will become able to grow to assume that place. But the answer is not in words on this page. The answer is within you. You can become a channel and a source of great inner strength. But you must give up everything in order to gain everything. What must you give up? All that is not truly you; all that you have chosen without choosing and value without evaluating, accepting because of someone else's extrinsic judgment, rather than your own; all your self-doubt that keeps you from trusting and loving yourself or other human beings. What will you gain? Only your own, true self; a self who is at peace, who is able to truly love and be loved, and who understands who and what he is meant for. But you can be yourself only if you are no one else. You must give up "their" approval, whoever "they" are, and look to yourself for evaluation of success and failure, in terms of your "own" level of aspiration that is consistent with "your" values. Nothing is simpler and nothing is more difficult. (p. 165)

Summary

There appears to be consistency between the writers reviewed as to their description of the fully functioning individual. Growth is defined as the movement towards full utilization of the human potential.

In summary, the fully functioning individual has an acute awareness of his environment and chooses his responses to it. He is inner directed. He lives primarily in the present rather than being bound by archaic experiences or fantasies of the future. He is response-able to each new experience.

Operational Definition of Growth

In order to operationally define growth, the Personal Orientation Inventory (Shostrom, 1963), a personality scale designed to measure healthy functioning rather than dysfunctioning, has been selected to measure changes in the individual functioning of those participating in this study. For this study, growth is indicated by an increase in inner directedness and an increase in the individuals' abilities to live in the here and now with realistic integration of past experiences and future goals.

An Overview of Transactional Analysis

The theory of Transactional Analysis has become widely used in the field of human potential training. Eric Berne originated this theory of personality and from this a rationale for therapy. Transactional Analysis

> can be used to help people discover the infinite possibilities for growth and development of their human potentials. It can also help uncover psychological and emotional blocks that keep growth possibilities locked in at individual, group and organizational levels. (Anderson, 1973, p. 1)

Within Transactional Analysis there is an emphasis on the person's ability to change himself and that he is in control of

himself and therefore his emotions and social interactions. A group facilitator, therapist, teacher, etc. will provide the permission for an individual to change in some way and at the same time nurture or provide protection as he changes and grows. The intent is to provide an environment in which each individual is encouraged to experience his own potency, and thereby invite individuals to relate with him at a more productive, creative, and respectful level.

The ultimate goal of Transactional Analysis is individual autonomy. Being autonomous means being self-directed, taking responsibility for one's own behaviors and feelings, and living in the present. The autonomous person recognizes he has a capacity to think his own thoughts, feel his own feelings, and have an internalized value system; rather than his thoughts, feelings, and values being simply a reaction to the environment (Daley, 1976b; James & Jongeward, 1971). Berne (1964) states that a truly autonomous person is one who demonstrates "the release or recovery of three capacities: awareness, spontaneity, and intimacy" (p. 178).

Within the theoretical framework of Transactional Analysis there are four different kinds of analyses, each building upon the previous one. These four analyses are: (a) structural, (b) transactional, (c) game, and (d) script. Structural analysis deals with the internal structure of the personality, focusing on what is happening physically, emotionally, and cognitively within the individual. Transactional analysis looks at the interactions between people and between the various 'selves within'. Basic to the

transactional analyses are the stroking (see page 83) patterns that exist between individuals and within the self. Game analysis is designed to examine the transactions which lead to negative payoffs for the individuals involved in them. Finally, script analysis focuses on the preconscious life plan that an individual may be following. The concept of passivity is basic to script analysis in that this is how the individual remains locked into his driven behavior. Transactional Analysis therapy is contractual in nature and contracts for change are the basis upon which therapy proceeds.

Structural Analysis

An overview of structural analysis has previously been included in the following theses: Amundson, 1975, pp. 5 to 7; Kealy, 1975, pp. 7 to 11; and Weinlick, 1975, pp. 14 to 17. For a further explanation of structural analysis see Appendix A, pp. 1 to 3. Additional sources are outlined in Appendix B, Part II, 9 and 10.

Transactional Analysis

An overview of transactions has previously been included in the following theses: Amundson, 1975, pp. 7 to 11; Kealy, 1975, pp. 11 to 16; and Weinlick, 1975, pp. 17 to 20. For further explanation of transactions see Appendix A, pp. 4 to 5. Additional sources are outlined in Appendix B, Part II, 8, 11, 13, and 14.

Stroking. Why do people transact? Berne (1964) states that human beings have a need for stimulation (physical stroking or psychological recognition) and that this is basic to their survival. Hence, a stroke is a unit of recognition, and is the "fundamental

unit of social action" (p. 15). Strokes can be both positive and negative and can be given unconditionally or conditionally. (See Appendix A, pp. 5 to 6.)

Game Analysis

Berne (1964) defines a game as "an ongoing series of complementary ulterior transactions progressing to a well defined, predictable outcome" (p. 48). Games conclude with negative pay-offs of varying intensity. They are always played outside the awareness of the individuals involved.

The reasons individuals play games are: (a) to fulfill a stroke need, (b) to avoid intimacy (See Appendix A, Ways of Structuring Time, pp. 8 to 10), (c) to reinforce a life position (I'm OK--You're not OK, I'm not OK--You're not OK; or I'm not OK--You're OK), and (d) to live out a life script.

Karpman (1968) describes the game or drama triangle. Game players are in one of three positions. These are not static and an individual can switch positions one or more times before the game is played to conclusion. The more switches, the more intense the game usually is. The positions are: (a) persecutor, (b) rescuer, and (c) victim. (See p. 3)

For further description of game analysis see Appendix A, pp. 8 to 9. Additional sources are outlined in Appendix B, Part II, 15 and 16.

Script Analysis

An overview of script analysis has previously been included in

the following theses: Amundson, 1975, pp. 13 to 14; and Weinlick, 1975, pp. 22 to 23. For further explanation of scripts see Appendix A, pp. 10 to 11. Additional sources are outlined in Appendix B, Part II, 17 and Part IV, 4.

Passivity

Passivity is defined as the state of being "acted upon by an external agency; receptive to outside impressions or influences: submissive; existing without being active or open" (Webster's, 1970). The purpose of passivity is to avoid taking responsibility for solving our own problems and to get others to do our thinking for us.

There are five points to passivity. They are: (a) symbiosis, (b) discounting, (c) grandiosity, (d) passive thinking, and (e) passive behavior.

Symbiosis. Symbiosis is normal in the early development of a young child. As a child grows, symbiosis becomes increasingly less necessary for survival. Autonomous functioning begins to develop as symbiosis decreases.

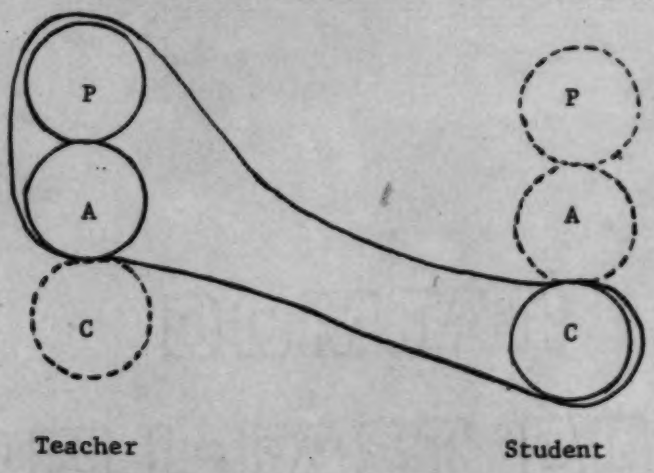
In symbiotic relationships, rather than there being two complete individuals interacting, the individuals interact in such a way that they complete each other and become only one whole individual.

For example, a teacher may set all the rules in the classroom, take care of everything, and supply all the information. The student's only task is to do what he's been told, absorb the teachings, and regurgitate them for exam purposes. In this example the teacher would be functioning primarily from the Parent and Adult ego states and the

student from his Child ego state. The relationship could be illustrated in this way:

FIGURE 3

EXAMPLE OF SYMBIOTIC RELATIONSHIP



In a symbiotic relationship the individuals define each other and permit others to define them. They do not invite others to interact with them as whole individuals. In allowing another to complete them, the relationship appears to be basic to survival. There is urgency rather than intimacy in the relationship.

Discounting. Discounting is simply not accounting for the feelings, thoughts, abilities, or actions of self or others. Symbiosis leads to the mechanism of discounting. There are four possible ways of discounting (Schiff & Schiff, 1971).

1. Discount the problem. Example: Johnny nevers arrives at school on time and teacher responds as though he is unaware of it.

2. Discount the significance of the problem. Example: "Johnny is always late for school but that is not worth checking into."

3. Discount the solvability of the problem. Example: "Johnny is always late for school but that is just how kids are today."

4. Discount the person. Example: "Johnny is always late for school but he will not change even if I speak to him." or "Johnny is always late for school. If I was a better teacher he would want to be here, but how can I change now?"

Grandiosity. "Grandiosity provides the justification for maintenance of the symbiosis. It involves a purposeful exaggeration, which may be one of the characteristics of the self, or may be projected onto the environment (distortion of characteristics of persons or situations)" (Schiff & Schiff, 1971, p. 73). Grandiosity is a compensation for feelings of inadequacy and prevents effective action. The individual takes no responsibility for decisions and describes the situation as responsible for the behavior or outcome. For example, "He made me feel this way." or "What do you expect from one of the Jones kids?" The individual 'cons' himself or others into thinking the power is outside of himself. See Figure 4 for further description.

Passive Thinking. Passive thinking is thought processes which negate the solution to the situation or at least minimize effective problem solving. This form of thinking is usually engaged in by over-generalizing or overdetailing, rather than focusing on relevant material.

FIGURE 4

EXAMPLES OF GIVING PERSONAL POTENCY AWAY

Con Words (Others have the power. How did they get it?)	Power Words (Taking responsibility)
I'll try	I will or I won't
He/She/it made me	I chose
I hope, wish, if only	I will or I want
I can't	I will or I won't

Passive Behavior. Passive behaviors perpetuate symbiosis by inviting others to become uncomfortable enough, so they will take responsibility (Hesterly, 1974). Four passive behaviors have been identified by Schiff and Schiff (1971).

1. Do nothing. All the person's energy is utilized to inhibit responses. By doing nothing the person often is able to shift the responsibility to motivate him, on to others. A paradigm of this is Brer Rabbit's encounter with Tar Baby. This is the student who 'can't' do things.

2. Over-adaptation. This is difficult to identify as there is no disruptive behavior. This behavior is displayed in persons who do not identify goals for themselves but try to live by the goals

they perceive someone else has for them. An example would be the student who does everything the teacher says but nothing more.

3. Agitation. This consists of repetitive behaviors which are purposeless. The behavior fails to do anything that produces movement toward completion of a task or solving the problem. Individuals may know they can solve the problem but feel inadequate to begin purposeful behavior. In response to a need to 'do something' they may pace the floor, drum fingers, etc.

4. Incapacitation. This is the most extreme form of passive behavior. "There is a powerful demand that someone else take responsibility for that person's behavior" (Hesterly, 1974, p. 50). Examples of this may be temper tantrums, fainting, uncontrolled crying, etc. No thinking or Adult processing is taking place while an individual is engaged in this behavior.

Contracting

Goldstein, Heller, and Sechrest (1966) researched the literature in various areas of psychotherapy in search of an hypothesis regarding procedures that would increase the effectiveness of therapeutic encounters. They found that giving prior information about the nature of the therapy, the theories underlying it, and the techniques to be used, would facilitate progress in therapy. These findings have ramifications for contracting in any therapeutic encounter, whether it be in a classroom or in a therapy session.

Contracts are central to the Transactional Analysis model. A contract is simply a "joint statement of what two people will do to

accomplish a stated objective" (Hesterly, 1974, p. 51). Contracts strengthen Adult functioning and encourage the individuals involved to take responsibility for their own behaviors. They are commitments to action. It makes explicit the nature of the relationship, identifies the goal, outlines the process for working toward it, and states indicators of successful completion.

For further information regarding the conditions of contracting, see Appendix A, page 12.

Related Research

At this point in time, there are few empirical studies in the area of Transactional Analysis. The majority of the literature is based on case studies and subjective reports by clinicians. Although these contribute significantly to the further development of the theory and its application to therapy, there is now a need for systematic, controlled investigation of Transactional Analysis and its many applications.

McCormick (1973) studied the effects of Transactional Analysis and Behavior Modification of a group of delinquent juveniles. Both were found to be equally effective in promoting positive behavioral changes. Both processes are contractual, both use social reinforcers, and both eventually promote self-management.

A study, investigating a classroom application of Transactional Analysis, found that there were significant changes in the internal locus of control in students (Beckstrand, 1973). The author reported that the students were more co-operative and productive after their

involvement in the program. The author further hypothesized that creativity through written expression would increase. This was not confirmed.

Erskine and Maisinbacher (1975) studied the effects of Transactional Analysis on a class of socially maladjusted high school students. They found a significant decrease in discipline referrals and times truant. There was a significant increase in the students' grade point averages.

In another study by Erskine and Maisinbacher (1976), the effect of learning about the concept of time structuring on a group of students who had been identified as maladaptive to the regular high school program, was investigated. By the end of the semester, ten of the twelve students involved were able to spend a full hour in an 'intimacy circle'. The remaining two students structured most of their time through withdrawal and game playing. This study indicated that Transactional Analysis had some impact on these students. Behavior changes were observed. The findings would have been strengthened had these observations been made by independent raters.

A Transactional Analysis program for use with children in elementary schools was developed by Amundson (1975). Further to the development of the program, its effectiveness was investigated. Results showed a significant increase in students' self-esteem and in peer acceptance. There was a trend but not a significant increase in the degree of internality. Teachers also reported personal growth through this teacher-student interaction. "Several teachers reported

that the pupils most effected by the program were those who were generally considered to be the most negative in the classroom" (p. 51).

In an evaluation of an educational group experience using Transactional Analysis, Weinlick (1975) found that seven out of nine participants became less authoritarian and six out of nine increased their ability to be flexible and open minded. The sessions incorporated a balance of both cognitive input and experiential learning.

Donahue (1974) investigated the effect the learning of Transactional Analysis had upon the attitudes and teaching behavior of educators. Fifty teachers were tested before and after a four month program that included forty-five hours of class time. Scores on the Personal Orientation Inventory (Shostrom, 1963), showed both time competence and inner directedness increased significantly. Significant increases were found on seven of the ten subscales. Trained raters also reported a trend toward improved verbal student-teacher interactions, although clear conclusions could not be drawn because of a limited availability of video-tapes of actual classroom interactions.

In summary, few research studies have been carried out to measure the effects of Transactional Analysis. The above mentioned studies indicate that Transactional Analysis can have an impact on education. Teachers appear to have made both personal and professional gains through exposure to this model and there are indications that it has had an effect on the personal and interpersonal growth of students. This study further investigates the effects of Transactional Analysis of the personal growth of classroom teachers.

Definitions

The instruments chosen for this study were the Personal Orientation Inventory (POI) (Shostrom, 1963) and the Personal Response Questionnaire (PRQ) (Kealy, 1975). Conceptual and operational definitions are stated for the relevant variables measured by these instruments.

Time Incompetence

Time incompetence is living primarily in the past with guilts, regrets, and resentments, and/or in the future with idealized goals, plans, expectations, predictions, and fears. It is operationally defined by the score on the Time Incompetence (Ti) Scale of the POI.

Time Competence

Time competence is living primarily in the present with full awareness, contact, and full feeling reactivity. It is operationally defined by the score on the Time Competence (Tc) Scale of the POI.

Other Directedness

Other directedness is dependence on others' views. It is operationally defined by the score on the Other Directed (O) Scale of the POI.

Inner Directedness

Inner directedness is being independent in thought and behavior and being self-supported. It is operationally defined by the score on the Inner Directed (I) Scale of the POI.

Self-actualizing Value

Self-actualizing value is affirmation of primary values of self-actualizing persons as outlined earlier in this chapter. It is

operationally defined by the score on the Self-actualizing Value (SAV) Scale of the POI.

Existentiality

Existentiality is the ability to situationally react without rigid adherence to principles. It is operationally defined by the score on the Existentiality (Ex) Scale of the POI.

Feeling Reactivity

Feeling reactivity is sensitivity of responsiveness to one's own needs and feelings. It is operationally defined by the score on the Feeling Reactivity (Fr) Scale of the POI.

Spontaneity

Spontaneity is the freedom to react spontaneously or to be one's self. It is operationally defined by the score on the Spontaneity (S) Scale of the POI.

Self-regard

Self-regard is affirmation of self because of worth or strength. It is operationally defined by the score on the Self Regard (Sr) Scale of the POI.

Self-acceptance

Self-acceptance is affirmation or acceptance of self in spite of weaknesses or deficiencies. It is operationally defined by the score on the Self Acceptance (Sa) Scale of the POI.

Nature of Man

Nature of man is the degree to which one has a constructive view of the nature of man, masculinity, and femininity. It is operationally

defined by the score on the Nature of Man (Nc) Scale of the POI.

Synergy

Synergy is the ability to be synergistic, to transcend dichotomies. It is operationally defined by the score on the Synergy (Sy) Scale of the POI.

Acceptance of Aggression

Acceptance of aggression is the ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression. It is operationally defined by the score on the Acceptance of Aggression (A) Scale of the POI.

Capacity for Intimate Contact

Capacity for intimate contact is the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations. It is operationally defined by the score on the Capacity for Intimate Contact (C) Scale of the POI.

Parent Ego-state

Parent ego-state is that part of an individual's personality that thinks, believes, feels, and behaves in the same way he perceived the feelings and behaviors of his parental figures or other significant persons who raised him. These feelings and behaviors may be critical (i.e. judging, criticizing, disciplining, setting rules, etc.) or nurturing (i.e. protecting, advising, taking care of, etc.). It is operationally defined by the scores on the Critical Parent (CP) and the Nurturing Parent (NP) Scales of the PRQ.

Adult Ego-state

Adult ego-state is the part of an individual's personality that

computes, stores memories, and uses facts to make decisions. It is operationally defined by the score on the Adult (A) Scale of the PRQ.

Child Ego-state

Child ego-state is that part of an individual's personality that contains all the impulses that come naturally to an infant and also the expression of archaic behaviors from childhood. The adaptive child is influenced by parental parameters and may be either compliant or rebellious. The natural child is autonomous and spontaneous. It is operationally defined by the scores on the Adaptive or Compliant Child (AC) Scale, the Rebellious Child (RC) Scale, and the Natural Child (NC) Scales of the PRQ.

Questions and Anticipated Trends

After looking at the concept of growth and the theory related to Transactional Analysis, several questions arose as to the effect a Transactional Analysis program, which involved both an educational and therapeutic component, would have on the growth of the participants of this study. These questions are posed and the anticipated trends stated in this section. The changes were measured using the Personal Response Questionnaire (PRQ) (Kealy, 1975) and the Personal Orientation Inventory (POI) (Shostrom, 1963).

Question 1

What were the changes that occurred when participants were exposed to Transactional Analysis through cognitive input, social contracting, and experiential application of same (Adult Education)?

It was anticipated that there would be a decrease on the Critical Parent (CP) and Adapted Child (AC) Scales of the PRQ and an increase on the Adult (A) and Natural Child (NC). Scores on the two major scales, Time Competence (Tc) and Inner-directedness (I) of the POI were expected to increase. Subscales of the POI upon which increases were anticipated were: Existentiality (Ex), Feeling Reactivity (Fr) Spontaneity (S), Self-acceptance (Sa), and Capacity for Intimate Contact (C).

Question 2

What were the changes that occurred when participants were exposed to Transactional Analysis through the adult education model plus were exposed to group therapy, which included contracts for therapeutic change (Script Marathon)?

It was anticipated that there would be a decrease on the Critical Parent (CP) and Adapted Child (AC) Scales of the PRQ and increases on the Adult (A) and Natural Child (NC) Scale. Scores on the two major scales, Time Competence (Tc) and Inner-directedness (I) of the POI were expected to increase. Subscales of the POI upon which increases were anticipated were: Self-actualizing Value (SAV) Existentiality (Ex), Feeling Reactivity (Fr), Spontaneity (S), Self-regard (Sr), Self-acceptance (Sa), Acceptance of Aggression (A), and Capacity for Intimate Contact (C).

Question 3

What were the significant differences between individuals who participated in the Adult Education program only (1) and those who

participated in the Adult Education program plus a Script Marathon (2)?

The focus of the Script Marathon was on facilitating personal autonomy. It was therefore anticipated that there would be a significant difference between the two groups on the Natural Child (NC) Scale of the PRQ and the Inner-directedness (I) Scale of the POI ($1 < 2$).

CHAPTER III

METHOD

The focus of chapter three is upon the composition of the treatment groups, procedures, and instruments used in this study. A description of the programs to be evaluated, Transactional Analysis in the Classroom and a Life Script Marathon are also included.

Treatment Group Composition

Fourteen out of 28 individuals enrolled in a graduate university course entitled Transactional Analysis in the Classroom, volunteered to be involved in this research project. Of that 14, six individuals were involved only in the graduate course. The remaining eight individuals were involved in both the graduate course plus a weekend group therapy session. Both groups were comprised of a one-to-one ratio of males to females. All participants had been involved in active classroom teaching prior to participating in the course.

Procedures

The class met daily for three weeks, Monday through Friday. Each day consisted of a session from 9:00 A.M. to 12:00 noon and a session from 1:30 P.M. to 4:00 P.M. The process is described later in this chapter. The script marathon involved one weekend. The group met for four hours Friday evening, ten hours Saturday, and seven hours Sunday. Further description of the marathon can be

found later in this chapter. John Daley, a provisional teaching member in the International Transactional Analysis Association, served as instructor and facilitator for both of the treatment conditions.

Instrumentation

Two instruments were chosen to assess changes in the participants. Lynn Kealy's (1975) Personal Response Questionnaire was chosen to detect changes in ego state functioning. The Personal Orientation Inventory, developed by Everett Shostrom (1963), was chosen to assess growth in self-actualization.

Personal Response Questionnaire (1975)

The Personal Response Questionnaire (PRQ) was developed because there was not an adequate psychometric instrument available to identify and measure ego state strengths. Initially 205 items were rated independently by five experts. The first draft of 120 items, most of which had 100% expert agreement and all of which had at least 80% agreement, was administered to a sample of 508 undergraduate university students. From this a final draft of six scales totalling 60 items, was established.

The six scales are: Critical Parent (CP), Nurturing Parent (NP), Adult (A), Adapted Child (AC), Rebellious Child (RC), and Natural Child (NC). The results of factor analysis show there are five strong first order scales (CP, NP, A, AC, RC) and a weaker sixth scale (NC). Low correlations between scales suggested that they are independent of each other. Estimates of internal

consistency, while low on some of the scales, were comparable to most other personality instruments, many of which are longer in length. Keally (1975) reported that the PRQ meets the substantive and structural components of Loevinger's (1957) model of construct validity.

Although this is a new instrument which has had little experimental exposure to test its reliability and validity, it appears to be the best tool available for measuring the basic ego states which form the basis of Transactional Analysis theory.

Personal Orientation Inventory (1963)

The Personal Orientation Inventory (POI) was designed as an instrument for measuring the "values and behaviors seen to be of importance in the development of self-actualization" (Shostrom, 1974, p. 4). These were seen to relate also to the research and theoretical formulations of several writers in Humanistic, Existential, and Gestalt Therapy. These include "Maslow's (1954; 1962) concept of self-actualization, Riesman's et al. (1950) system of inner-and other-directedness and May's et al. (1958) and Perls' (1947; 1951) concepts of time orientation" (Shostrom, 1974, p. 23).

The POI consists of 150 two-choice comparative value and behavioral judgment items, reflecting elements of self-actualization. The instrument has two basic scales; inner directed support and time competence. The inner directed support ratio consists of 127 items. The support ratio reflects independence in proportion to dependence. Autonomy is seen as a balance between other directedness (O) and inner directedness (I). The remaining 23 items measure time competence.

The ratio of time incompetence (Ti) and time competence (Tc) assesses the degree of reality orientation to the present. It involves realistic integration of past experiences and future goals.

The POI is then rescored for 10 subscales which are considered important facets in the development of self-actualization. These are: self-actualizing value (SAV), existentiality (Ex), feeling reactivity (Fr), spontaneity (S), self-regard (Sr), self-acceptance (Sa), nature of man (Nc) synergy (Sy), acceptance of aggression (A), and capacity for intimate contact (C).

The validity of the POI has been investigated in several studies. Shostrom (1964) found that the POI significantly discriminated between clinically judged self-actualizing and non-self-actualizing groups on all but one of the scales. Shostrom and Knapps (1966) found that the POI differentiated at the .01 confidence level, between beginning patients in the psychotherapy and patients advanced in psychotherapy. Another study involving a criterion group was carried out by Fox, Knapp, and Michael (1968). The POI was administered to 100 hospitalized psychiatric patients. All scales significantly differentiated ($p < .001$) the hospitalized sample from the nominated self-actualized sample and the normal adult sample.

In Shostrom and Knapp's (1966) study, they administered the POI and the MMPI to two groups of clients in psychotherapy, one a beginning and the other an advanced group. Each one of the POI scales was significantly higher ($p < .01$) for the advanced group. Seven of the 13 MMPI scales were significantly less pathological ($p < .05$)

for the advanced group. Knapp (1965) selected 138 undergraduate students on the basis of scores on the neuroticism dimension of the Eysenk Personality Inventory to form a 'high' neurotic and a 'low' neurotic group. Mean scores of each group were significantly different ($p < .05$) on all POI scales. Those higher on the POI were lower on neuroticism.

Two studies which have investigated the test-retest reliability of the POI are Klavetter and Mogar (1967) and Illardi and May (1968). Klavetter and Mogar administered the POI twice, a week apart, to 48 college students. The reliability coefficients for inner direction and time competence were .84 to .71. The coefficients for the subscales ranged from .55 to .85. Illardi and May administered the POI for purposes of test-retest reliability to a sample of 46 nursing students with a time interval of one year between testing. The product-moment correlations for the 12 subscales ranged from .32 to .71 (median r=.58), with major scales of Time Competence and Inner-Directedness yielding correlations of .55 and .71 respectively. All but one of these correlations were significant at the .005 confidence level using a one-tailed test. Feeling reactivity was significant at the .025 level. Shostrom (1974) reports these to be "within ranges of somewhat comparable test-retest studies with inventories such as the MMPI and EPPS" (p. 33).

The POI is shown to be generally resistant to faking and not easily distorted in a positive direction. "Inspection of the 'fake good' profile will show that it is not representative of the profiles

of self-actualizing individuals" (Shostrom, 1974, p. 21). According to a study by Braun and LaFaro (1969), "unless subjects have special information about the POI and self-actualization, the inventory shows an unexpected resistance to faking" (p. 299). Foulds and Warehime (1971) concluded that conceptions of the 'well-adjusted person' in our society are not entirely congruent with the model of the 'self-actualizing person' followed in the development of the POI. Warehime, Routh, and Foulds (1974) found that those receiving information about the concept of self-actualization were able to increase their scores when asked to use this information. However, when asked to respond honestly, their scores were unaffected by such knowledge. Scores on a social desirability scale were also not related to the tendency of subjects to dissimulate POI answers. The authors concluded that the Inner Directed Scale was more resistant to faking than most self-report scales and that the POI is "remarkably unsusceptible to dissimulation" (Shostrom, 1964, p. 22).

The POI has been used often to assess changes in individuals following an encounter group experience. Table 1 presents a summary of the findings of some of the major studies in the area.

TABLE 1

Test for Significant Pre- to Post-Treatment Increases for POI Scales in Major Encounter Group Studies

POI Scales		Studies With Control Group							Without Control				
Study		Alperson, Alperson & Levine (1971)	Byrd (1967)	Guinon & Foulds (1970)	Seeman, Nidich & Banta (1972)	Treppa & Fricke (1972)	Walton (in press)	Young & Jacobson (1970)	Bonnen & Capille (1972)	Bebout & Gordon (1972)	Culbert, Clark & Bobele (1968)	Knapp & Fitzgerald (1973)	Reddy (in press)
Experimental Group													
Time Competence	(Tc)	**				*							**
Inner Directed	(I)	**	*	**	**	*	**		**	**	**	**	**
Self-Actualizing Value	(SAV)	*	*		*			**					*
Existentiality	(Ex)	**		**		**	*		**	**			**
Feeling Reactivity	(Fr)	*		**					**	*		**	**
Spontaneity	(S)	*	**	**	**	*	**			**	*	**	**
Self Regard	(Sr)	**			**	*						**	
Self-Acceptance	(Sa)	**		**		**	*		**				**
Nature of Man (Constructive)	(Nc)		*										
Synergy	(Sy)	*									*		*
Acceptance of Aggression	(A)	*	**	*	**	*			**	**		**	
Capacity for Intimate Contact	(C)	*		**	*				**	**	*		**
Control Group													
Time Competence	(Tc)												
Inner Directed	(I)					*							
Self-Actualizing Value	(SAV)												
Existentiality	(Ex)												
Feeling Reactivity	(Fr)	*											
Spontaneity	(S)												
Self Regard	(Sr)												
Self-Acceptance	(Sa)												
Nature of Man (Constructive)	(Nc)					**		**					
Synergy	(Sy)												
Acceptance of Aggression	(A)												
Capacity for Intimate Contact	(C)												

Note. Taken from Shostrom (1974, p. 31).

* = .05 level of significance

** = .001 level of significance

Procedure for Collecting Data

Both instruments were administered to the participants on the second day of the course. The same instruments were readministered to them on the final day of the three week course. Both administrations involved only the following instructions: "Respond honestly in terms of how the questions apply to you at the present time." At the time of post-testing one group had been involved only in the adult education program. The second group had been involved in the same program plus a marathon therapy session on the second week of the course.

Analysis of Data

An analysis of the significance of difference between groups and within groups was done on the pre and post scores of the PRQ and the POI. T-tests were used to assess the significance of difference of means of pre and post scores within groups. An analysis of covariance determined the significance of difference between the two treatment conditions. This was done to co-vary for the degree of self-actualization and the level of ego state functioning of each group at the beginning of the study. The .05 level was established as indicative of a significant difference.

Development of the Treatment Programs

Information in this section comes from personal communication with John Daley, course instructor and therapist, on February 25, 1976.

Basic to both the adult education and therapy conditions were the concepts of permission, protection, and potency as outlined in

Chapter 1. Within the therapy session (Life Script Marathon), the permission and protection was established by the therapist setting definite broad parameters which would take care of the tendency towards confusion that some persons might have (for specific parameters see p. 46). Goals of the group were stated at the outset (see p. 46). The therapist made a social contract with each individual. The individual and the therapist assumed equal responsibility. A contract was not accepted by the therapist if there was an invitation to enter in at a disfunctional level, that is in a way that negates autonomy. Potency was modelled by the therapist showing he was willing to be accounted for and neither be discounted nor have a client discounted. He was willing to answer straight questions and insisted his questions be answered. He observed factually what was happening and did not interpret or judge others actions, nor did he speak for others. For the adult education (Transactional Analysis in the Classroom), the same structures existed but because of the larger number of people involved, this structure took longer to evolve. The class was divided into small groups of six persons per group. They were led through structured exercises that allowed individuals to account for self and others. Contracts were kept simple and at a social contract level. Communication rules were established (see p. 45). The message 'people here may not be clobbered' was both implicit and explicit and individuals were invited to experience their own potency.

Transactional Analysis in the Classroom

The information shared in the class was equivalent to a 101 class

in Transactional Analysis (See Appendix B, Part I & II). The method of sharing the information was tied to the concept of andragogy. The focus was on adults teaching adults. The instructor was the consulting point but there was an invitation by the instructor for the students to take charge of their own learning. Students were instructed to learn what they wanted to learn and what seemed important for them to learn and then to teach this to the rest of the class in such a way that the class understood and could use the information. Evaluation of the processes then came from the class.

Goals (social skills to create an environment)

1. Participants were to learn how to create a structure in the classroom that invites students to experience their own potency rather than power.

Potency--inner directed behavior management--ability to make real contact with others.

Power--based on competition--reacting to the environment--making contact only with projections of others.

2. Participants were to gain the ability to give and receive positive reinforcement or strokes. This involved positive recognition, attending in positive ways, touching in positive ways, and being involved in a self-structure that was positive and nurturing as opposed to negative and toxic.

3. Participants were to recognize and confront discounts. Discounts are operationally defined as any transactions that are

irrelevant to solving the problem on hand. This is opposite to accountability whereby people are willing to account for others and selves, account for the problem, and account for the solution to the problem.

4. Participants were to be able to explain the theory of Transactional Analysis in a way understandable to young children.

5. Participants were to gain an internal locus of control.

Rules of Classroom Communication

1. Talk only for self.

2. Ask questions that seek information--no rhetorical questions.

3. Be reluctant to answer rhetorical questions.

4. Insist on recognition of or answers to straight questions.

5. No indirect transactions.

6. No assumptions.

7. Change general 'you' to 'I'.

Life Script Marathon

Contracts were made for personal change. The experience was goal oriented as opposed to encounter oriented. Clients were encouraged to take on responsibility for achieving their goal. Once the contracts were set there was an opportunity for work on them. The therapist was available to facilitate this. The appeal for accountability and autonomy was stated immediately in the group. The profile of the therapist was initially high and it then became equalitarian. For a further description of the Life Script Marathon

see Appendix C.

Goals (changing internal processes--assuming the existence of internal structures).

1. Participants were to recognize their own private logic or psychologic which prevents them from making real contact and achieving self-accountability and self-direction.

2. Participants were to leave the experience with a greater capacity for intimate relationships as opposed to pseudo-affectivity.

3. Participants were to become more spontaneous in their thinking, feeling, and activity as opposed to acting in a stylized driven way.

4. Participants were to become self-directed as opposed to asking others to direct them and believing passivity is something to be proud of (see p. 21).

Structure Established by Therapist

1. Participants were not to come under the influence of any drugs either psychodelic or prescribed (unless necessary for maintaining life), as this may inhibit the ability of individuals to think efficiently.

2. Participants were not to become involved in hyper-critical confrontations. Hostility is not the norm.

3. Participants were required to make a commitment to be present throughout the marathon.

4. Executive function was to be shared by the group after specific guidelines were set down by the therapist.

5. Participants were encouraged to ask for what they wanted. Contracts were established (a) between therapist and client, (b) between two clients, (c) between a client and the rest of the group, or (d) a total group contract.

CHAPTER IV

RESULTS

Chapter four consists of a restatement of the questions and a presentation of the results derived from the pre and post administration of the PRQ and the POI to both the Adult Education sample and the Adult Education plus Script Marathon sample.

Question 1

What are the changes that occur when participants are exposed to Transactional Analysis through cognitive input, social contracting, and experiential application of same (Adult Education)?

TABLE 2

COMPARISON OF MEAN PRQ PRE AND POST SCORES

FOR ADULT EDUCATION SAMPLE

Dimension	Pre-test		Post-test			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	t	p
CP	5.000	4.203	3.667	4.190	-1.581	.0874
NP	7.500	1.258	7.167	2.409	-0.500	.3192
A	5.667	0.943	5.833	1.675	+0.255	.4045
AC	5.533	1.599	3.833	2.967	-1.964	.0534
RC	2.833	1.067	3.000	1.732	+0.307	.3856
NC	3.333	1.886	4.000	1.291	+0.933	.0466 *

* Significance at the .05 level

TABLE 3

COMPARISON OF MEAN PRE AND POST TEST SCORES ON

THE POI FOR SAMPLE RECEIVING ADULT EDUCATION ONLY

Dimension	Pre-test		Post-test			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	t	P
Ti	5.833	1.462	3.833	2.967	-2.070	.0466 *
Tc	17.167	1.463	19.167	2.967	+2.070	.0466 *
O	47.000	6.325	34.167	14.519	-2.932	.0163 *
I	79.167	8.173	92.833	14.519	+3.426	.0094 **
SAV	19.833	2.794	21.500	2.500	+0.935	.1964
EX	17.667	3.986	21.333	6.420	+2.378	.0317 *
Fr	15.333	2.925	17.000	3.464	+1.631	.0820
S	10.833	1.213	12.833	2.794	+2.000	.0505
Sr	12.833	1.863	12.667	2.285	-0.542	.3055
Sa	13.000	3.162	17.167	3.184	+2.834	.0183 *
Nc	12.167	1.675	11.667	1.106	-0.473	.3280
Sy	7.500	0.764	7.333	1.700	-0.277	.3963
A	13.167	2.544	15.833	3.131	+1.835	.0630
C	16.000	3.651	19.667	3.902	+5.966	.0010 ***

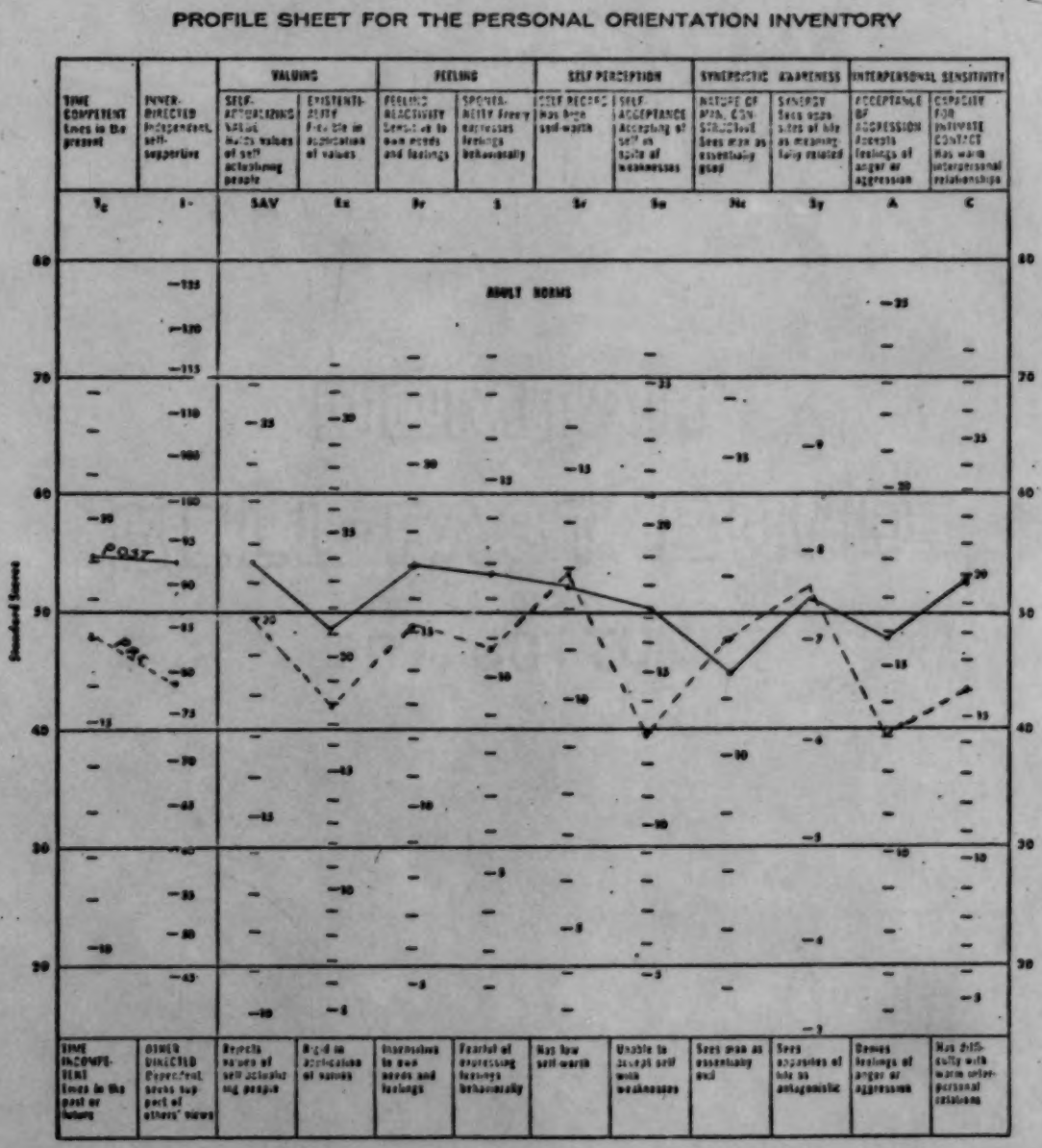
* significance at the .05 level.

** significance at the .01 level.

*** significance at the .001 level.

FIGURE 5

COMPARISON OF MEAN PRE AND POST TEST SCORES ON THE POI FOR SAMPLE RECEIVING ADULT EDUCATION ONLY



Results of the pre and post testing with the PRQ show a significant increase in NC functioning, as anticipated. An anticipated increase in A functioning was not confirmed. Although there was not a significant decrease in CP and AC functioning the change was in the anticipated direction and approaching significance.

Results of pre and post testing with the POI indicated there was a significant decrease in Ti and O, and a significant increase in Tc and I as anticipated. There was a significant increase in Ex, Sa, and C as anticipated. Changes in Fr and S were not significant but the changes were in the anticipated direction and approaching significance.

Question 2

What are the changes that occur when participants are exposed to Transactional Analysis, the adult education model plus exposure to group therapy which includes contracts for therapeutic change (Script Marathon)?

TABLE 4

COMPARISON OF MEAN PRQ PRE AND POST SCORES

FOR ADULT EDUCATION PLUS SCRIPT MARATHON SAMPLE

Dimension	Pre-test		Post-test			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	t	p
CP	5.375	3.160	2.750	3.152	-2.727	.0148 *
NP	5.750	2.634	5.000	2.291	-0.942	.1888
A	6.250	1.299	6.625	0.992	+0.893	.2008
AC	5.625	2.736	3.750	1.639	-1.770	.0601
RC	3.625	1.798	3.125	1.269	-0.642	.2708
NC	3.375	2.118	6.125	0.781	+3.454	.0053 **

*. significance at the .02 level.

** significance at the .01 level.

Results of the pre and post testing with the PRQ show a significant increase in NC functioning and a significant decrease in CP functioning, as anticipated. The anticipated increase in A functioning was not confirmed. Although not significant, AC functioning decreased and is approaching significance.

TABLE 5

COMPARISON OF MEAN POI PRE AND POST TEST SCORES

FOR ADULT EDUCATION PLUS SCRIPT MARATHON SAMPLE

Dimension	Pre-test		Post-test			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	t	p
Ti	5.125	2.147	3.750	1.561	-1.553	.0822
Tc	17.125	2.976	19.250	1.561	+2.275	.0281 *
O	40.875	11.450	26.625	4.846	-3.446	.0054 **
I	84.500	10.886	100.125	4.649	+4.089	.0023 **
SAV	20.750	1.299	21.875	1.900	+1.938	.0469 *
Ex	21.375	4.414	26.250	3.382	+3.562	.0046 **
Fr	15.875	2.027	18.125	2.204	+4.842	.0010 ***
S	12.375	1.576	13.250	2.332	+0.719	.2477
Sr	12.875	2.368	14.250	1.561	+2.434	.0226 *
Sa	14.250	4.085	19.250	2.727	+3.742	.0036 **
Nc	10.750	1.299	12.375	1.111	+2.391	.0241 *
Sy	6.750	1.785	7.500	1.118	+1.000	.1753
A	15.250	2.487	17.625	1.654	+2.815	.0130 *
C	18.875	2.848	22.875	0.927	+3.434	.0055 **

* significance at the .05 level.

** significance at the .01 level.

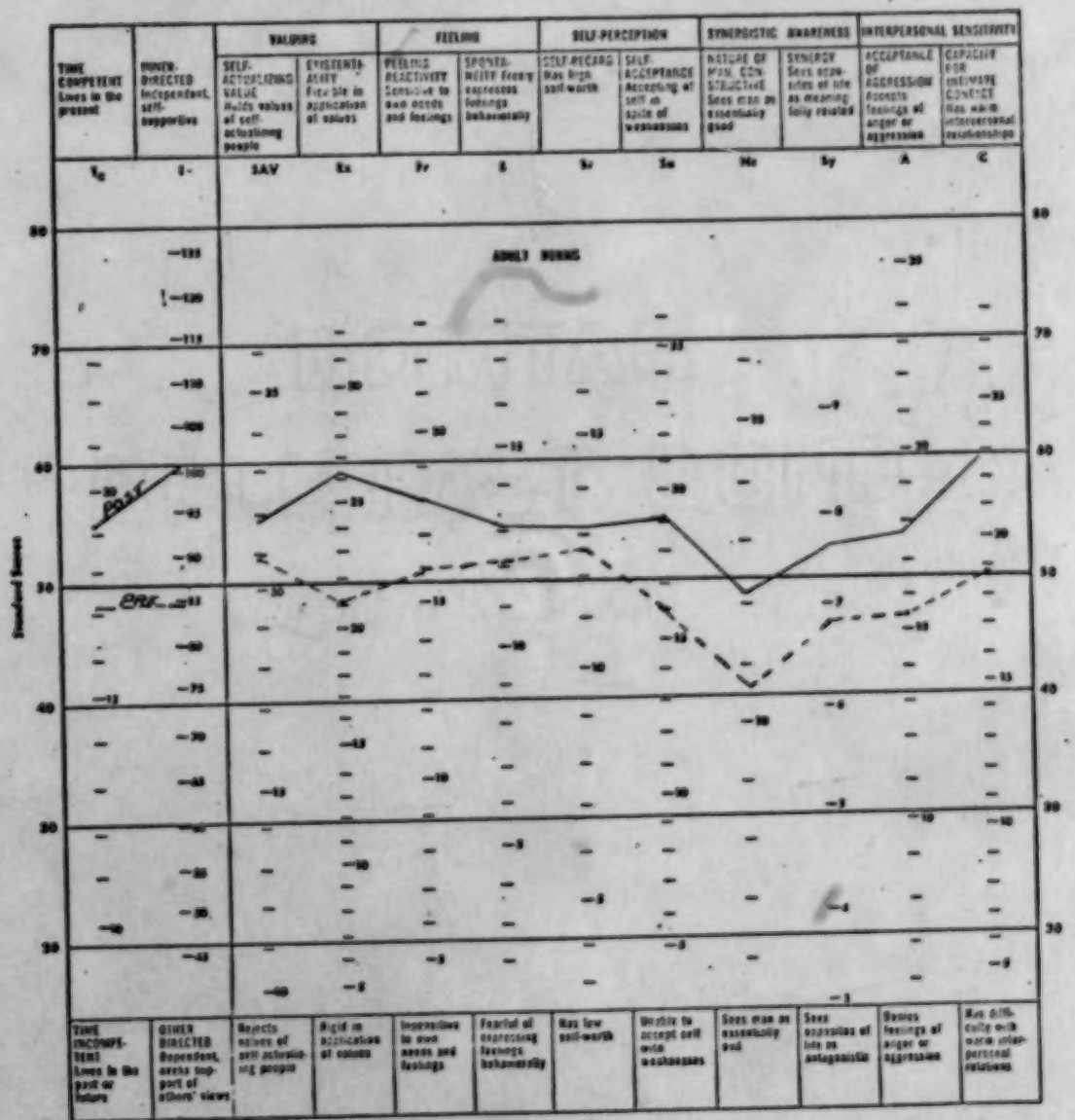
*** significance at the .001 level.

FIGURE 6

COMPARISON OF MEAN POI PRE AND POST TEST SCORES

FOR ADULT EDUCATION PLUS SCRIPT MARATHON SAMPLE

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY


TIME COMPETENT Lives in the present
INNER-DIRECTED Independent, self-supportive
SELF-ACTUALIZING VALUE Holds values of self-actualizing people
EXISTENTIALITY Flexible in application of values
FEELING REACTIVITY Sensitive to own needs and feelings
SPONTANEITY Freely expresses feelings behaviorally
SELF-REGARD Has high self-worth
SELF-ACCEPTANCE Accepting of self in spite of weaknesses
NATURE OF MAN: CONSTRUCTIVE Sees man as essentially good
SYNERGY Sees opposites of life as meaningfully related
ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression
CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
VALUING
FEELING
SELF-PERCEPTION
SYNERGISTIC AWARENESS
INTERPERSONAL SENSITIVITY
Pre
Post
Standard Scores
80
70
60
50
40
30
20
TIME INCOMPETENT Lives in the past or future
OTHER DIRECTED Dependent, seeks support of others' views
Rejects values of self actualizing people
Rigid in application of values
Inhibitions in own needs and feelings
Fearful of expressing feelings behaviorally
Has low self-worth
Unable to accept self with weaknesses
Sees man as essentially bad
Sees opposites of life as antagonistic
Denies feelings of anger or aggression
Has difficulty with warm interpersonal relations

Results of pre and post testing with the POI indicated there was a significant decrease in O and a significant increase in Tc and I, as anticipated. There was a significant increase as anticipated in SAV, Ex, Fr, Sr, Sa, A and C. An anticipated increase in S was not confirmed. Nc also increased significantly and this was not predicted.

Question 3

What are the significant differences between individuals who participated in the Adult Education program only (1) and those who participated in the Adult Education program plus a Script Marathon (2)?

Results of the analysis of covariance indicated that at the time of post testing, sample (2) possessed significantly greater Nc, as measured by the POI, than did sample (1). This was anticipated but the anticipated $I(2) > I(1)$ was not confirmed. The Sr score was significantly greater for sample (2) than sample (1).

TABLE 6

COMPARISON OF MEANS OF ADULT EDUCATION SAMPLE (1) WITH ADULT EDUCATION PLUS SCRIPT MARATHON SAMPLE (2) USING POST-TEST SCORES OF POI AND PRQ

Scale	$\bar{X}_1$	$\bar{X}_2$	F	P
PRQ				
CP	3.667	2.750	.8465	.377
NP	7.167	5.000	.6236	.446
A	5.833	6.625	.4123	.534
AC	3.833	3.750	.0304	.865
RC	3.000	3.125	.0204	.889
NC	4.000	6.125	13.1028	.004 **
POI				
Ti	3.833	3.750	.0459	.834
Tc	19.167	19.250	.0073	.934
O	34.167	26.625	.8253	.383
I	92.833	100.125	1.0956	.318
SAV	21.500	21.875	.0433	.839
Ex	21.333	26.250	.6537	.436
Fr	17.000	18.125	.3229	.581
S	12.833	13.250	.0206	.889
Sr	12.667	14.250	5.7229	.036 *
Sa	17.167	19.250	1.0274	.333
Nc	11.667	12.375	.3574	.562
Sy	7.333	7.500	.1667	.691
A	15.833	17.625	.4861	.500
C	19.667	22.875	1.5475	.239

* significance at the .05 level.

** significance at the .01 level.

FIGURE 7

COMPARISON OF MEANS OF ADULT EDUCATION SAMPLE (1) WITH ADULT EDUCATION PLUS SCRIPT MARATHON SAMPLE (2) USING POST TEST SCORES OF POI

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

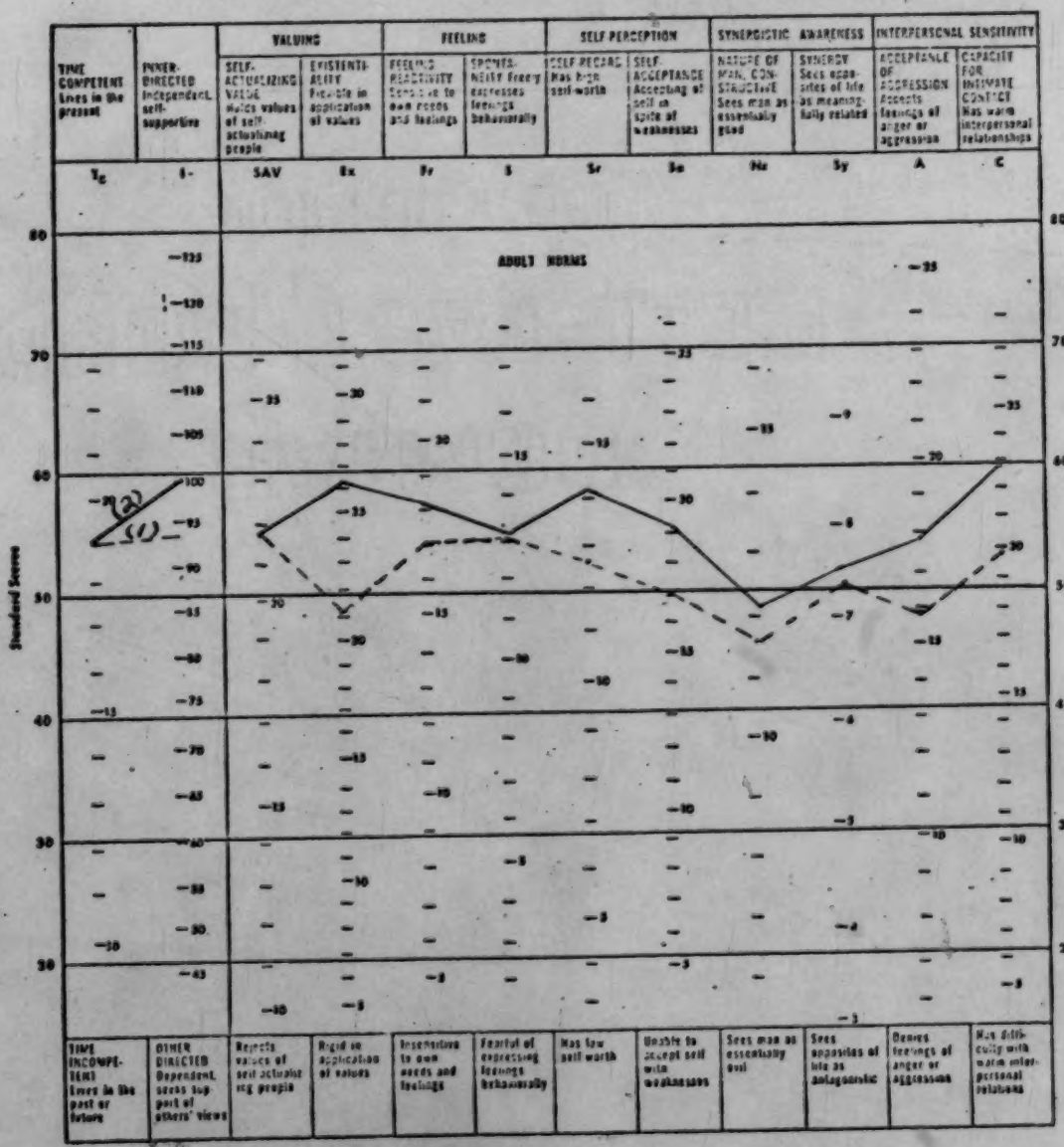


TABLE 7

SUMMARY OF THE SIGNIFICANT FINDINGS OF

THE PRE AND POST TESTS OF THE ADULT EDUCATION SAMPLE (1)

AND THE ADULT EDUCATION PLUS MARATHON SAMPLE (2)

Scale	Within Sample (1)	Within Sample (2)	Between Sample
PRQ			
CP		- *	
NP			
A			
AC			
RC			
NC	+ *	+ **	(2) > (1) **
POI			
Ti	- *		
Tc	+ *	+ *	
O	- *	- **	
I	+ **	+ **	
SAV		+ *	
Ex	+ *	+ **	
Fr		+ ***	
S			
Sr		+ *	(2) > (1) *
Sa	+ *	+ **	
Nc		+ *	
Sy			
A		+ *	
C	+ **	+ **	

* significance at the .05 level.

** significance at the .01 level.

*** significance at the .001 level.

Ancillary Findings

Correlations

Using the total sample (n = 14), the following correlations were found between the ego state scales of the PRQ and the scales of the POI (significance at the .05 level using a one-tailed test).

CP

positively correlated with: Ti and O.

negatively correlated with: Tc, I, SAV, Ex, Fr, Sa, and C.

NP

positively correlated with: Ti and O.

negatively correlated with: Tc, I, SAV, Ex, Sr, Sa, Sy, and C.

AC

positively correlated with: Ti and O.

negatively correlated with: Tc, I, SAV, Fr, S, and Sr.

RC

positively correlated with: Ti and O.

negatively correlated with: Tc, I, SAV, Fr, S, Sr, Sa, Sy, and C.

NC

positively correlated with: Fr, Sr, A, and C, and is approaching a significant positive correlation with I (.06).

Directional Trends for Total Treatment Population

The directional shifts of the total treatment population on each of the subscales of the POI and the PRQ are included in Table 9.

TABLE 8

CORRELATION BETWEEN SCALES OF POI AND PRQ (n=14)

POI	PRQ					
	CP	NP	A	AC	RC	NC
Ti	.699 **	.619 **	-.230	.741 **	.702 **	-.157
Tc	-.699 **	-.619 **	.230	-.741 **	-.702 **	.157
O	.740 **	.789 **	-.154	.630 **	.692 **	-.445
I	-.734 **	-.786 **	.139	-.625 **	-.697 **	.451
SAV	-.531 *	-.549 *	.287	-.650 **	-.588 *	.308
Ex	-.460 *	-.575 *	.117	-.286	-.343	.261
Fr	-.539 *	-.371	-.082	-.660 **	-.463 *	.458 *
S	-.445	-.282	.298	-.776 **	-.492 *	.320
Sr	-.427	-.665 **	.343	-.561 *	-.620 **	.619 **
Sa	-.689 **	-.818 **	.010	-.388	-.609 *	.233
Nc	-.254	-.356	-.057	.219	-.210	.325
Sy	-.430	-.487 *	.195	-.237	-.495 *	.163
A	-.150	-.457	.072	-.247	-.448	.690 **
C	-.594 *	-.642 **	.050	-.417	-.537 *	.526 *

* significance at the .05 level.

** significance at the .01 level.

TABLE 9

DIRECTION OF SHIFT IN SCORES FROM

PRE TO POST MEASURES OF THE POI AND PRQ

Scale	Adult Education			Adult Education Plus Marathon			Percentage Shift		
	+	-	0	+	-	0	+	-	0
PRQ									
CP	1	4	1	1	6	1	14.3	71.4	14.3
NP	2	3	1	3	5	0	35.7	57	7.1
A	2	2	2	4	1	3	43	21	35.7
AC	1	4	1	2	5	1	21	64	14.3
RC	2	1	3	3	4	1	35.7	35.7	28.6
NC	3	1	2	6	1	1	64.3	14.3	21.4
POI									
Ti	1	5	0	1	4	3	14.3	64.3	21.4
T_c	5	1	0	6	1	1	78.6	14.3	7.1
O	0	6	0	1	7	0	7.1	92.9	0
I	6	0	0	7	1	0	92.9	7.1	0
SAV	3	3	0	6	1	1	64.3	28.6	7.1
Ex	5	1	0	7	1	0	85.7	14.3	0
Fr	4	1	1	4	2	2	57.2	21.4	21.4
S	4	1	1	5	2	1	64.3	21.4	14.3
Sr	1	2	3	5	1	2	42.9	21.4	35.7
Sa	5	0	1	7	1	0	85.7	7.1	7.1
Nc	2	4	0	6	1	1	57.1	35.7	7.1
Sy	2	3	0	4	2	2	42.9	35.7	21.4
A	3	0	3	7	1	0	71.4	7.1	21.4
C	6	0	0	7	1	0	92.9	7.1	0

Note. + = increase, - = decrease, 0 = unchanged.

CHAPTER V

DISCUSSION

The results of this study indicate that in fact several significant changes occurred for the teachers involved in the Transactional Analysis program. The program did have a positve effect on individuals in areas that are considered to be important facets of human growth and development.

Question one was addressed to the changes that occurred in the group involved solely in the Transactional Analysis in the Classroom program. The results indicated that at the end of the program these individuals were functioning at a higher level of self-actualization. There was an increase in time competence, inner directedness, self-acceptance, and capacity for intimate contact. These findings are interesting in that there was also a significant increase in Natural Child functioning. Transactional analysists often describe this ego state as being carefree, present oriented, loving, creative, spontaneous, and authentic. An increase was also found in existentiality or flexibility in application of values. In reviewing the results of the PRQ scores, Critical Parent functioning, which is value laden and Adaptive Child functioning, which is controlled by the perceived value structure, showed decreases approaching significance. It would appear then that two separate measures established similar directional changes.

The general goal for the course was to facilitate in individuals

the process of becoming more fully functioning and autonomous. By the end of the program the individuals in this group could be described as being more: (a) independent and self-supportive; (b) able to live in the present; (c) flexible; (d) accepting of weaknesses in self; (e) able to form intimate relationships; and (f) authentic, creative, and spontaneous.

For the group of teachers involved in the same classroom experience and who also participated in the Life Script Marathon, similar changes occurred. They too could be described as functioning at a higher level of self-actualization. The results of the POI post test indicated an increase on all the same subscales that showed an increase for the group that had only the classroom experience. In addition to this, significant increases were found in feeling reactivity, self-regard, nature of man, and acceptance of aggression. The results of the PRQ showed an increase in Natural Child functioning and a decrease in Critical Parent functioning with a decrease in Adaptive Child functioning approaching significance.

At the end of the program the individuals of this group could be described as being more (a) independent and self-supportive, (b) able to live in the present, (c) growth oriented, (d) flexible in application of values, (e) sensitive to own feelings, (f) accepting of self with strengths and weaknesses, (g) accepting of feelings of anger, (h) able to form intimate relationships, and (i) authentic, creative, and spontaneous. Further, they could

also be described as being less punitive of self and others.

The results indicated that the four goals of the Life Script Marathon, as described in Chapter III, were achieved. Individuals did have a greater capacity for intimate contact after the experience. They were able to think, feel, and behave more spontaneously. Self-direction was increased.

A major focus of the Life Script Marathon was upon the private logic or magical thinking that individuals use to lock themselves into archaic ways of viewing themselves or interacting with others. Goulding (1972) states that in order to change behaviors, individuals must not only become aware of early decisions regarding their own life-script, but they must also make a redecision regarding these perceived messages. Life-scripts are most frequently manifested by Adapted Child behaviors that are often in response to internal Critical Parent messages. Those individuals who participated in the Life Script Marathon showed a decrease in Critical Parent behaviors and a decrease approaching significance in Adapted Child behaviors. As individuals grow to be more script free they can begin to interact within their environment more authentically and spontaneously. The individuals who were in the marathon did in fact show an increase in Natural Child behaviors. The results indicate that the therapy was effective in focusing in on the private logic of the participants, facilitating psychological redecisions, and supporting behavioral changes.

Question three was addressed to the differences that occurred

between the two treatment groups. Significant differences were found in Natural Child functioning and self-regard. In both instances, the group who participated in the Life Script Marathon as well as having had the classroom experience, scored higher.

In planning the program, John Daley, the course instructor and therapist, wondered whether adult education and experience in a therapeutic classroom would be sufficient to bring about significant psychological and behavioral changes, or if more intensive redecision work was needed. Although many changes occurred in both treatment groups, the areas most affected by redecision work were: (a) autonomous spontaneous functioning which invites authentic contact with self and others, and (b) self-regard which indicates that an individual is more in touch with and accepting of his personal strengths.

The classroom experience involved approximately 80 hours of experiential learning which was both an intensive and an extensive period of time for participant involvement. With this amount of exposure, I find it understandable that there were only two significant differences between the two groups found on the measures of growth. It appears that much of the growth occurred within the classroom experience. With the additional 20 hours spent in the marathon, individuals became more aware of their own uniqueness and potency, which in fact was a major focus of the Life Script Marathon.

In reviewing the test results of all the individuals involved in both groups, 79% of the group increased their time competence and 93% of the group were more inner directed at the culmination of the

program. These two dimensions provide the basic measures of self-actualization. An interesting finding was one individual's pre test scores were in the pseudo-self-actualizing range, as defined by the POI. Post testing indicated scores within the self-actualizing range. Pseudo-self-actualizing is viewed as being as dysfunctional as non-self-actualizing. The above mentioned individual showed a decrease in both time competence and inner directedness. Consideration of the above information shows the results to be even more conclusive when focusing on the desired direction of shift.

An ancillary finding to this study was the correlation that was found between specific ego states, as measured by the PRQ, and particular scales of the POI. The PRQ is a new instrument and its correlation to other instruments purporting to measure similar traits has not yet been fully researched. By using the scales of the POI, the correlations indicate that:

1. High Critical Parent functioning is time incompetent and other directed, is not growth oriented, is rigid in application of values, is insensitive to the needs and feelings of self, is unable to accept self with weaknesses, and has difficulty with warm interpersonal relations.

2. High Nurturing Parent functioning is time incompetent and other directed, rejects the value of self-actualization, is rigid in value application, has low self-worth, is unable to accept self with weaknesses, sees opposites in life as antagonistic, and has difficulty with warm personal relations.

3. High Adapted Child functioning is time incompetent and other directed, is not growth oriented, is insensitive to own needs and feelings, is fearful of expressing feelings behaviorally, and has low self-worth.

4. High Rebellious Child functioning is time incompetent, other directed, is not growth oriented, is insensitive to own needs and feelings, is fearful of expressing feelings behaviorally, has low self-worth, is unable to accept self with weaknesses, sees opposites of life as antagonistic, and has difficulty with warm interpersonal relationships.

5. High Natural Child functioning is sensitive to own needs and feelings, has high self-worth, is able to accept feelings of anger or aggression, and has warm interpersonal relationships.

These findings contribute to the construct validity of the PRQ. The descriptors that have been applied from the POI to those five scales are consistent with ego state functions as outlined by Transactional Analysis theory.

Basic to the program studied, was the philosophy that learning is facilitated by experiencing the concepts of Transactional Analysis rather than solely theoretical instruction. The program was process rather than content oriented. Teachers were involved in an environment whereby they could experience the therapeutic classroom.

Although the POI and PRQ were used as objective measures of growth, many of the participants verbally reported that the program had had an important impact on them both personally and professionally.

I found this of interest as all of the teachers have been actively involved in classroom teaching and had this practical background experience to assess the application of the theory they had experienced.

Some examples of the summative statements made by teachers at the end of the program were:

"Why didn't I have this when I first started teaching?"

"This should definitely be included as part of the teacher training program."

"What a therapeutic environment. I felt like learning and giving my all."

"John was a powerful model for the theory he was teaching. As a student I was able to risk exposing and experiencing my potential."

"This will enhance the satisfaction and joy of teaching, by enriching the student-teacher relationship."

The above statements are a few of many made in evaluating the course. As a total class, the teachers felt the experience valuable enough to request that the chairman of the Educational Psychology Department reoffer the course the following summer.

In conclusion, the program appears to have facilitated the development of several dimensions of personal growth of the participating teachers. It is possible that a similar program, incorporated into the teacher training program, would be useful in preparing teachers to enter into classroom teaching as more fully functioning individuals, aware of their potential, and utilizing their potency. It is my belief this would enhance teacher effectiveness and

and satisfaction, and would promote and engender sensitivity to the affective needs of both students and staff.

Suggestions for Further Research

Listed below are some of the possibilities for further research:

1. An experimentally controlled study is indicated to assess the generalizability of the impact of this program.

2. Although teachers reported personal and professional growth and an increase in growth was measured, research is indicated to study the lasting effect of the changes.

3. Teachers did change through involvement in this program. Further research is needed to determine more precisely the major reasons for the change. For example, was the change due to the personality of the instructor, the length of time the group was together, the classroom environment, the Transactional Analysis theoretical framework, or other factors?

4. Teachers were invited to experience a therapeutic classroom. Research is indicated to determine whether teachers were able to translate this back into their own classrooms and further foster a therapeutic environment.

5. The program facilitated growth of the classroom teacher. There is a need to study the subsequent impact this has on these teachers' students.

6. In research by Amundson (1975) it was reported that the Transactional Analysis with Children program appeared to have its greatest impact on 'slower' or 'behavior problem' students. Research

on the impact a teacher program might have on a variety of classroom situations would be useful.

7. An ancillary finding to this study was the correlation found between specific scales of the POI and the PRQ. More extensive research is indicated in this area.

BIBLIOGRAPHY

Amundson, N. E. Transactional analysis with children. Unpublished doctoral dissertation, University of Alberta, 1975.

Anderson, J. P. A transactional analysis primer. In J. N. Pfeiffer & J. E. Jones (Eds.), The 1973 annual handbook for group facilitators. Iowa: University Associates, 1973.

Beckstrand, P. E. TA as a means of writing in high school. Transactional Analysis Journal, 1973, 3, 161-163.

Berne, E. Transactional analysis in psychotherapy. New York: Gove Press, 1961.

Berne, E. Games people play. New York: Grove Press, 1964.

Berne, E. Principles of group treatment. New York: Grove Press, 1966.

Berne, E. What do you say after you say hello? New York: Bantam Books, 1973

Borton, T. Reach, touch and teach. New York: McGraw-Hill, 1970.

Braun, J. R., & LaFaro, D. A further study of the fakability of the Personality Inventory. Journal of Clinical Psychology, 1969, 25, 296-299.

Brown, G. Human teaching for human learning: Confluent education. New York: Viking Press, 1971.

Combs, A. The professional education of teachers. Boston: Allyn & Bacon, 1965.

Daley, J. Personal Communication, February 25, 1976. (a)

Daley, J. Address to the Greater Edmonton Teacher's Association Convention, Edmonton, Alberta: February 27, 1976. (b)

Dinkmeyer, D. The C. group: Focus on self as instrument. Phi Delta Kappan, 1971, 11, 617-619.

Egan, G. Contracts in encounter groups. In J. N. Pfeiffer & J. E. Jones (Eds.), The 1972 annual handbook for group facilitators. LaJolla, California: University Associates, 1972.

Erskine, R., & Maisinbacher, J. The effects of a TA class on socially maladjusted high school students. Transactional Analysis Journal, 1975, 5, 252-254.

Erskine, R., & Maisinbacher, J. Time structuring for "problem" students. Transactional Analysis Journal, 1976, 6, 196-198.

Fagan, J., & Shepherd, I. (Eds.). Gestalt therapy now. Palo Alto: Science and Behavior Books, 1970.

Flanders, N. Analyzing teacher behavior. Medo Park, Calif: Addison-Wesley, 1970.

Foulds, M. L., & Warehime, R. G. Effects of a "fake good" response set on a measure of self-actualization. Journal of Consulting and Clinical Psychology, 1971, 36, 257-259.

Fox, J., Knapp, R. R., & Michael, W. B. Assessment of self-actualization of psychiatric patients: Validity of the Personal Orientation Inventory. Educational and Psychological Measurement, 1968, 28, 565-569.

Fraser, J. A. H., Byrne, T. P., & Shaver, F. H. Counsellors and teacher education. Canadian Counsellor, 1971, 5, 170-172.

Fraser, J. A. H., & Vitro, F. T. The effects of empathy-training on the empathic response levels and self-concepts of students in a teacher-training program. Canadian Counsellor, 1975, 10, 25-28.

Gobel, F. G. The third force. New York: Grossman Publishers, 1970.

Goldstein, A. P., Heller, K., & Sechrest, L. B. Psychotherapy and the psychology of behavior change. New York: Wiley, 1966.

Goulding, R. New directions in transactional analysis: Creating an environment for redecision and change. In C. Sager & H. S. Kaplan (Eds.), Process in group and family therapy. New York: Brunner Mazel, 1972.

Haimowitz, C. Structure. Transactional Analysis Journal, 1975, 5, 45.

Hamachek, D. E. Encounters with the self. New York: Holt, Rinehart, & Winston, 1971.

Hall, C., & Lindzey, G. Theories of personality. New York: John Wiley & Sons, 1970.

Harris, T. A. I'm O.K.--You're O.K. New York: Avon, 1969.

Heidegger, M. What is called thinking? (Trans.). New York: Harpers, 1968.

Hesterly, S. O. How to use transactional analysis in the public schools. Little Rock, Arkansas: Hesterly, 1974.

Howard, J. Please touch. New York: McGraw-Hill, 1970.

Illardi, R. L., & May, W. T. A reliability study of Shostrom's Personal Orientation Inventory. Journal of Humanistic Psychology, 1968, 68-72.

Imara, M. Dying as the last stage of growth. In E. Kubler-Ross (Ed.), Death the final stage of growth. Englewood Cliffs: Prentice-Hall, 1975.

James, M., & Jongeward, D. Born to win: Transactional analysis with gestalt experiments. Don Mills, Ontario: Addison-Wesley, 1971.

Jeffrey, S. H. Louie. In E. Kubler-Ross (Ed.), Death the final stage of growth. Englewood Cliffs: Prentice-Hall, 1975.

Jung, C. The development of personality. (Trans.). London: Routledge, Kegan Paul, 1964.

Karpman, S. Drama triangle, script drama analysis. Transactional Analysis Bulletin, 1968, 7, 26.

Kealy, L. E. Construct validity of the personal response questionnaire for transactional analysis. Unpublished doctoral dissertation, University of Alberta, 1975.

Klavetter, R. R., & Mogar, R. E. Stability and internal consistency of a measure of self-actualization. Psychological Reports, 1967, 21, 422-424.

Knapp, R. R. Relationship of a measure of self-actualization to neuroticism and extraversion. Journal of Consulting Psychology, 1965, 29, 168-172.

Kubler-Ross, E. On death and dying. New York: MacMillan, 1970.

Kubler-Ross, E. Death the final stage of growth. Englewood Cliffs: Prentice-Hall, 1975.

Kubler-Ross, E., Braga, L., & Braga, J. Omega. In E. Kubler-Ross (Ed.), Death the final stage of growth. Englewood Cliffs: Prentice-Hall, 1975.

Loevinger, J. Objective tests as instruments of psychological theory. Psychological Reports, 1957, 3, 635-694.

Mann, J. Learning to be: The education of human potential. New York: The Free Press, 1972.

Maslow, A. Motivation and personality. New York: Harper, 1954.

Maslow, A. Toward a psychology of being. New York: Van Nostrand, 1962.

Maslow, A. Neurosis as a failure of personal growth. Humanities, 1967, 3, 153-170.

Maslow, A. The farther reaches of human nature. New York: Viking, 1971.

May, R., Angel, T., & Ellenberger, H. Existence. New York: Basic Books, 1958.

McCormick, P. TA and behavior modification: A comparison study. Transactional Analysis Journal, 1973, 1, 10-14.

Noll, V. H., & Noll, R. P. (Eds.). Readings in educational psychology. New York: McMillan Co., 1968.

Peavy, V. R. Gestalt therapy and the counsellor. Canadian Counsellor, 1973, 7, 74-85.

Peavy, R. V. Educating the educator. Canadian Journal of Education, 1976, 1, 75-82.

Perls, F. Ego, hunger and aggression. London: George Allen & Unwin, 1947.

Perls, F. Gestalt therapy and human potentialities. In H. A. Otto (Ed.), Explorations in human potentialities. Springfield, Illinois: Charles C. Thomas, 1966.

Perls, F. Gestalt therapy verbatim. New York: Real People Press, 1974.

Perls, F., Hefferline, R., & Goodman, P. Gestalt therapy. New York: Julian, 1951.

Perls, L. One gestalt therapist's approach. In J. Fagan & I. Shepard (Eds.), Gestalt therapy now. Palo Alto: Science and Behavior Books, 1970.

Purkey, W. W. Self-concept and school achievement. Englewood Cliffs: Prentice-Hall, 1970.

Reisman, D., Glazer, N., & Denney, R. The lonely crowd. New York: Doubleday, 1950.

Schiff, A. W., & Schiff, J. L. Passivity. Transactional Analysis Journal, 1971, 1, 71-78.

Shapiro, S. B. Some aspects of a theory of interpersonal contracts. Psychological Reports, 1968, 22, 171-183.

Shostrom, E. Personal Orientation Inventory: An inventory for the measurement of self-actualization. San Diego: Educational and Industrial Testing Service, 1963.

Shostrom, E. L. A test for the measurement of self-actualization. Educational and Psychological Measurement, 1964, 24, 207-218.

Shostrom, E. L., & Knapp, R. R. The relationship of a measure of self-actualization (POI) to a measure of pathology (MMPI) and to therapeutic growth. American Journal of Psychotherapy, 1966, 20, 193-202.

Shostrom, E. L. Manual for the Personal Orientation Inventory. San Diego: Educational and Industrial Testing Service, 1974.

Sieberman, C. Crisis in the classroom. New York: Random House, 1970.

Vitro, F. T. Implications of self-concept theory for education. Adult Leadership, 1971, 2, 45-46.

Vitro, F. T. The effects of empathy training on the empathic response levels and self-concepts of students in a teacher-training program. Canadian Counsellor, 1975, 10, 25-28.

Vitro, F. T., & Yvon, B. R. Ten easy ways to become an incompetent teacher. Academic Therapy, 1972, 8, 11-14.

Warehime, R. G., Routh, D. K., & Foulds, M. L. Social desirability response sets and a measure of self-actualization. Journal of Humanistic Psychology, 1974, 20, 155-162.

Webster's Seventh New Collegiate Dictionary. Toronto: Thomas Allan and Sons, 1970.

Weinlick, P. R. An evaluation of a educational small group experience using transactional analysis. Unpublished masters thesis, University of Alberta, 1975.

Winer, B. J. Statistical principles in experimental design. New York: McGraw-Hill, 1962.

APPENDIX A

A TRANSACTIONAL ANALYSIS PRIMER

PART I

A TRANSACTIONAL ANALYSIS PRIMER

Prepared by: John P. Anderson

Taken from: 1973 Handbook for Group Facilitators
University Associates
Iowa, U. S. A.

A TRANSACTIONAL ANALYSIS PRIMER

John P. Anderson

The purpose of this article is to show some of my personal excitement and enthusiasm for Transactional Analysis as a professional tool. It can be used to help people discover the infinite possibilities for growth and development of their human potentials. It can also help uncover psychological and emotional blocks that keep growth possibilities locked in at individual, group and organizational levels.

In my work with individuals, in group counseling, and in the training and teaching of professionals — teachers, counselors, ministers, social workers, medical doctors, psychologists, etc. — I use Transactional Analysis as a theoretical framework. In addition, I use Gestalt, family sculpturing, and psychodrama.

I find I can use Transactional Analysis as a framework to get some clues about where people are hurting in their lives, where they are having fun and enjoyment, and where significant meaning or lack of meaning is occurring in their lives. I use it to check out their awareness of themselves in terms of possibilities: for growth, meaning, fun, creativity, joy, spontaneity, curiosity, love, excitement, adventure, decision-making, nurturing, learning, reality-testing, and the ability to live life in the here-and-now as well as in the anticipated future.

It can help persons to become more aware of their possibilities and to explore and examine what they are doing to and with themselves within their awareness and outside of their awareness. It is a means of exploring creative options and alternatives for using awareness of self for more creative, fun-filled living. It can help people in the group setting to practice living the creative options they have chosen for themselves.

I. INTRODUCTION TO TRANSACTIONAL ANALYSIS

A. Transactional Analysis is:

1. a system of analysis developed from the work of Eric Berne, who saw it as an extension of psychoanalysis.
2. a theoretical framework emphasizing the following:
   a. "selves within," including P[redacted] Adult, and Child.
   b. interaction ("transactions") [redacted] people and between various "selves within."
   c. an individual's "existential position."
   d. a preconscious life-plan (script).
3. a method of using a group to facilitate growth of the individual in the group. It is not a kind of sensitivity training; it is not a "group therapy."

   It emphasizes:

   a. the person's ability to change himself. The group facilitator does not change the person; he only leads him to a point where the person decides to change.

b. permission. It is the process of changing the Parent in a person's head who won't give him permission to change or be different from the way he is, to a nurturing Parent who gives his Child permission to change and nurtures his Child as he changes and grows.

c. the individual's *control* of his "selves within" and, consequently, his emotions and social interactions.

B. Basic Theoretical Assumptions in Transactional Analysis are:

1. *Structural Analysis:* "selves within ourselves and others." All people have three persons within — Parent, Adult, and Child. These are technically known as Ego States. An Ego State denotes the habitual ways of thinking, feeling, and reacting that occur together. The division of a person's personality into three Ego States (P. A. C.) takes the following form:

a. *PARENT:* The Parent in you feels and behaves in the same ways you perceived the feelings and behavior of your mother, father, or significant others who raised you.

PARENT FUNCTIONS

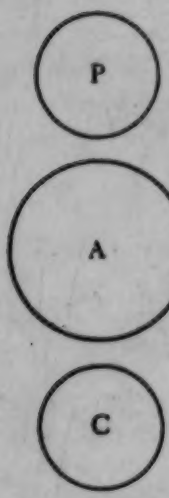
i. Sets limits.
ii. Gives advice.
iii. Disciplines.
iv. Guides.
v. Protects.
vi. Makes rules and regulations about how life should be: the do's, don'ts, always, nevers, shoulds, shouldn'ts, musts, ought-to's, have-to's, can'ts, wins, loses, goods and bads.
vii. Teaches how-to's.
viii. Keeps traditions (God, Mother, Country, apple pie, etc.).
ix. Nurtures.
x. Judges.
xi. Criticizes.

The functions of the Parent are neither positive nor negative. How the parents or significant others use and communicate these functions to the child determines to a large extent how the child views the parents, authority, and society. Our institutions in society are primarily an extension of the parental functioning. The Child in the person can decide to accept, reject, or go back and forth and not make a decision about what the Parents offer. One of the major goals in working with the internal Parent in individual or group counseling, or in a teaching experience, is to help the individual to discover and be aware of his Parent and then to sort out what makes sense and what doesn't, in the here-and-now reality. It is important for him to be able to make decisions; to update his attitudes, behaviors and feelings in terms of what works; to help him live life in a more meaningful way; and to know he can live his own life, not that of his parents.

b. *ADULT:* The Adult is the part of you that figures out things by looking at the facts. It is the part that computes, stores memories, and uses facts to make decisions. The Adult is unemotional and is concerned with

"what fits" or what is most expedient and useful. *ADULT* DOES NOT MEAN MATURE.

ADULT FUNCTIONS



i. Data-gathering on the Parent, Adult and Child, *e.g.*, how the Child feels and what he wants; what the Parent says, feels, or reacts to: what the memories stored of past decisions in the Adult have to say; and what the external situation in the here-and-now supports.

ii. Sorting out the best alternatives from this data collection. The Adult computes, if a decision is needed, as to which data to use or decides that the data are insufficient for making a decision.

iii. Planning steps in the decision-making process:

a. results wanted.

b. the best way to go after them.

c. first step to get a result.

d. action or alternatives if desired result is not achieved.

e. recycling process.

Each person's Adult has its own way of functioning and may or may not go through this kind of process in making decisions. These are processes I have observed in making my own decisions as well as being a part of the decision-making process of others in counseling, teaching and consulting work.

The Adult works with the Parent, Child, and Adult of others to make decisions. Adult words and phrases are: "Now I see the way it works." "Hear your Parent, Adult, Child." "This is practical, suitable, correct, useful, helpful."

c. *CHILD:*

The Child in you is what you were when you were very young. There are many children inside us from the past. They are known collectively as the Child. These children have the same feelings and ways of behaving you had when you were little. The children may be angry, rebellious, frightened, or conforming (under the influence of your internal Parent, so as to please your internal Parent). The conforming Child is called the *Adapted Child*.

On the other hand, your Child can be natural, loving, spontaneous, creative, carefree, fun-loving, exciting, adventurous, curious, trusting, or joyful. The Child uses words like: "Wow! Gee! I want, I enjoy, I can, I will, I won't, I can't."

You are all three persons. All three are important. No ego state is better than any other. The situation and the Adult determine what is appropriate. It is desirable to have your Adult functioning all the time to be aware of the Parent, Child and the situation so that the Adult can help with the decisions. The Adult can turn off the Child or the Parent or both. You do have some control over your emotions. This is not the same as suppression or repression. It involves the changing of ego states.

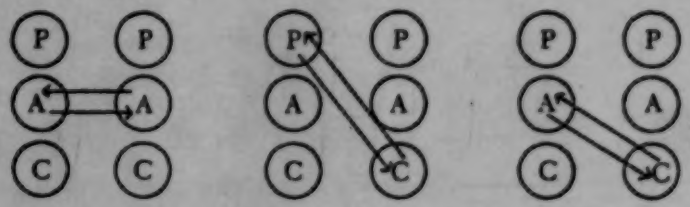
CHOICE and DECISION are the key words — freedom to be ourselves. To choose how we will feel, think, behave in a given situation; to be aware of our choices and

the decision we have made; and to be aware of many other options and alternatives is a fulfilling life-style available to those who attain this freedom.

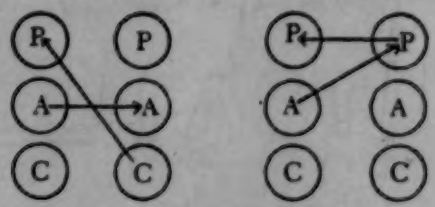
2. *Transactions:* interaction between people and between the various selves within. A transaction is a verbal and/or nonverbal communication between two or more people. It can be an exchange of friendly words or angry blows. For example, "Hello, Dick." "Hello, John." The Parent, Adult or Child in Dick responds to the Parent, Adult, or Child in John, depending upon which one said hello. A conversation is a series of transactions. The transactions can be *Parallel, Crossed, or Ulterior.*

   In the examples of transactions which follow, the arrows tell the direction in which the communication is going.

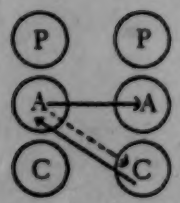
   a. *Parallel*



   b. *Crossed*

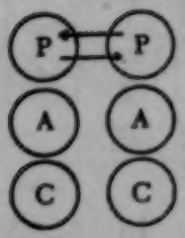


   c. *Ulterior*



Here is an example of a conversation that demonstrates Parallel, Crossed and Ulterior transactions:

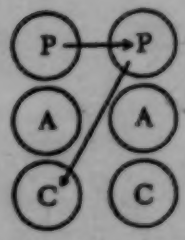
This is the Doe family:



Parallel: Parent-Parent, Parent-Parent

Mother (Mary): Our family is a very proud family with a long tradition. The fact that my mother lives with us says that we take care of our own.

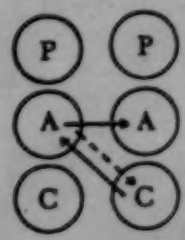
Father (Joe): Yes, we are a proud family, Mary, a stubborn and God-fearing family on both your side and my side. We pride ourselves in big families and make sure that traditions are passed on from generation to generation.



Crossed: Parent-Parent, Parent-Child

Grandma (Mary's mother): I am proud of both of you. You are such wonderful children. I sometimes have to remind you of family traditions, but you are just wonderful to me.

Joe: Yes, but I wish sometimes you would let us work it out on our own. I wish you would let us raise John and Sue and Little Joe our way.



Ulterior: Adult-Adult (but actually directed toward the Child), Child-Adult.

Mary: Joe, you are starting a fight with Momma. Let's go to bed (and have some fun!).

Joe: O.K.!

3. *Contamination:* this is your Child accepting your parent's or significant others' prejudices, opinions, and feelings as your own, without ever using your Adult to check out the facts for you. This can lead to difficulties.

Example from the Doe family:

Mother: Sue, all blacks, Jews, Catholics, strangers, and foreigners are not to be trusted; they are no good.

Grandma: That's right, Sue. This family is very proud of its tradition of keeping close friends and family with folks like us.

Sue: O.K.

Joe, Jr.: (at school, during lunch time): Sue, I would like you to meet Mike. Mike is my best friend. I like Mike!

Sue: Joe, you know what Mother said about blacks and strangers and Jews and Catholics and foreigners!

Joe, Jr.: I like Mike. I don't care what Momma says.

Sue: I'm going to tell Mother when I get home.

Sue's Child has bought Mother's prejudices, and Joe's Child has found a black friend that he feels good about, so his experience does not check out with what Mother said.

4. *Strokes:* a recognition of one's existence by a fellow human being. A stroke can be verbal or nonverbal, or both. A hello, waving of the hand, a smile, "I like you," a kick

on the shin are examples of stroking. Everyone needs some kind of stroking, whether pleasant or unpleasant.

A stroke that evokes a feeling of "I count, you count," or "I'm OK, You're OK," is a *positive stroke*. Expressed loving, caring, respecting, knowing, and responding to a need are positive stroking. Example: a spontaneous hug.

A stroke that brings forth a feeling of "I don't count, I'm not OK" is a *negative stroke*. Expressed hating is a negative stroke. Example: "Get away from me, I can't stand you!" A *conditional stroke* is a stroke given to you for what you do. Example: "Johnny, if you take off your shoes, Momma will like you."

An *unconditional stroke* is a stroke given to you for being you. Example: "I like to be near you."

Strokes are necessary for physical and mental health. There are studies of children in foster institutions that suggest that without physical stroking infants may die because their urge to live decreases.

Throughout your life you need physical stroking. As you grow up, symbolic or word stroking becomes a substitute for the physical stroking you got when you were a baby.

Stroking for *being* is most important for your Child, as well as for *doing*. Enjoying asking for positive strokes and unconditional strokes is a very important lesson to learn. You need to take responsibility for making sure you get the kind of positive, unconditional strokes you want and need.

Giving positive, unconditional strokes is very important. It helps you stroke yourself for helping others feel good about themselves. You can stroke yourself for being you and for the things you like and enjoy about you. It is exciting to grow with strokes and strokes and strokes!

A Look at Stroking in The Doe Family:

Father:	Mary, that was a very good dinner—just a little rich for my blood.
Mary:	I'm glad you enjoyed yourself, Joe.
Sue:	I didn't like the beans, Mother.
Mary:	O.K., Sue, how about tasting them when I cook them again and see if you feel the same way?

5. *Existential or Basic Position:* your Child in you has his own way of looking at and experiencing himself and other people. The general view or basic stance the Child decides is called Existential or Basic Position. There are four basic positions.

(1.) I'M OK: YOU'RE OK. This is the healthy position.

(2.) I'M OK: YOU'RE NOT OK. This is a distrustful position. It is a position taken by a Child who is suspicious of people.

(3.) I'M NOT OK: YOU'RE OK. This is the position of the Child who usually feels low or depressed.

(4.) I'M NOT OK: YOU'RE NOT OK. This is the position of a Child who feels that life just isn't any good, and he may even go crazy to escape it.

A person whose Child feels NOT OK becomes more used to negative strokes than to positive strokes. He refuses to accept positive strokes because he feels he doesn't deserve them. He goes out of his way to collect negative strokes. He may really want compliments, but he feels uncomfortable when he gets them. He is not used

to them, and when he gets one, he thinks the person who gave it must not be very bright or must want something.

On the basis of our existential positions, we set up systems with others. These systems are manifested in certain interactions (transactions), which result in feelings.

Thus: Person A: "I count, you don't."

Person B: "I don't count, you do."

Certain positions do not go well with other positions on a long-term basis. "I count, you count" may not fit with the existential positions of others with whom we must relate. Hence, if an individual goes into therapy and gets well, he may no longer "fit" with his spouse, family or friends. Three possibilities arise:

(1.) He can change back.

(2.) They may change to "I count, you count."

(3.) They may break up. ("He was a good man and a good husband before he saw that psychiatrist.")

6. *Stamps and Rackets:* storing up bad feelings or good feelings as an excuse for doing things you might not otherwise do is *stamp collecting*. You can collect stamps from yourself and from others. When you get enough stamps, you can cash them in for a "PRIZE": free coughing spell after smoking, punching someone in the nose after taking a lot of insults or hurts; allowing yourself a relaxing time after a productive job.

Brown stamps are for bad feelings, and *Gold stamps* are for good feelings.

Brown stamps: the art of collecting hurts and insults (real or imagined) until the victim feels ready to cash them in for a free drink, a free temper tantrum, a free divorce, a day off sick, a free run away, or a free suicide.

An example from the Doe family:

Joe, Jr.:	Mother, I don't think you love me.
Mother:	Of course I love you, Joe. Don't be silly!
Joe, Jr.:	How can you love me when you get so mad at me?
Mother:	I get mad because I love you. I want you to do things right.
Joe, Jr.:	You mean you only love me when I do things for you?
Mother:	You know that's not so, Joe!
Joe, Jr.:	It *is* so, and I hate you!

Gold stamps: saving up some good feelings for doing things well that you feel good about. You can cash in these gold stamps to buy yourself new clothes, a night on the town, a relaxation.

Collecting stamps is a way of trying to help the Child in you feel OK. If your basic position is I'M OK: YOU'RE OK, you will not collect stamps, brown or gold. In this position you do not need excuses for what you feel or do. You have decided to be OK and you are, no matter what happens to you.

Rackets are habitual ways of feeling bad that you learned from your parents or whoever raised you. They are your parents' feelings, not yours, but you act as if they were yours. Did your parents feel anxious, depressed, confused, guilty, fearful, nervous, angry when pressure or tension was high in your family when you were

a child? Was Adult action taken to eliminate the pressure or tension? If not, they probably taught you a racket.

Rackets and stamp collecting originate from the NOT OK Child of your parents which your Child uses to keep from taking constructive action.

7. *Ways of Structuring Time:* we all need strokes. We need to be with people in order to get strokes. You are one of the people with whom you spend your time. Hopefully, you are one of your favorite people and give yourself positive, unconditional strokes when you are with yourself alone, as well as when you are with other people. The way you fill your time will depend on which of the four basic positions your Child has taken and on what kind of stroking your Child wants from others.

   Your greatest need is to be close to someone in a loving relationship. This is called intimacy, one of six ways of filling time. There are five other ways. You use them because you cannot be intimate with everyone. Your Child in you may not feel sure that he is OK (lovable). You may feel afraid to be warm and close to anyone. If so, you will use the five other ways to fill time with people, even though your greatest need is to be close to someone in a loving relationship.

   Your Child may settle for ways of getting along that seem to him safer, less frightening, than love. In the I'M OK: YOU'RE OK position all six ways of structuring time are used to bring variety, enrichment, enjoyment to self and others. Spending your time affirms your and others' OKness.

   a. *Withdrawal.* You withdraw when you are present physically but absent mentally from the people around you. There can be many reasons for withdrawal: fear of getting hurt; mentally leaving a lecture to think about an idea that struck you; talking to yourself if you are angry in order to cool off; going some place else in your mind, *e.g.*, you are at home when you are physically at work, at work mentally when you are at home, or with Joe when you are physically with John, or daydreaming. You are not expressing the here-and-now.

   b. *Rituals.* The second way to fill time with people is by "rituals." A ritual is a fixed way of behaving toward other people, a transaction or set of transactions that almost everyone uses. For example, look at the way you greet your friends. You may say something like, "Hi, how are ya doing?" Your friend may say, "Hi, I'm fine. How are you?" You may say, "Fine, thanks." This is a fixed way of behaving, an example of one of our many greeting rituals. Each remark is a word stroke. If people do not return these strokes, we consider them unfriendly or even rude. If you have good manners, you are probably a good stroker. You can be depended on to go through the rituals.

   c. *Activities.* Activities are programmed or spontaneous actions between or among people. They can be parallel, such as skiing, eating, or cooperative, such as tennis, sexual intercourse, work, etc.

   d. *Pastimes.* A fourth way you can fill time with people is "pastiming." "Bull sessions" and gossip are examples of pastimes. Some have names, such as "General Motors," a pastime in which people talk about and compare cars. "Who Won" involves sports. You can name many other pastimes. They are usually pleasant ways of exchanging strokes, filling time, and getting to know people. "Making Out" is a pastime of teenagers; it may lead to a loving closeness (intimacy), but it may be done without any real love at all.

   e. *Games.* A game is *unconscious*, but lets the player collect "stamps." When the

same transactions are conscious, this is a manipulation, not a game. People may get some unpleasant unexpected emotional pay-off (*e.g.*, hurt, anger, guilt, confusion — "stamps") from their transactions. These may be unpleasant, and they are likely to be familiar. A "game" consists of three parts:

(1.) An ostensible transaction (usually Adult-Adult).

(2.) A hidden (unconscious) transaction (usually Child-Parent or Child-Child).

(3.) A sudden unpleasant emotional reaction ("stamp").

Games are named on the basis of how the player feels when the game is over. Games help structure time, gain us strokes, give us "stamps," and reinforce existential positions. Over ninety games have been described. Some of the more common games are: If It Weren't For You, Kick Me, and I'm Only Trying to Help. (See Berne, 1964.)

Certain games and pastimes seem to go together. For example:

I'M NOT OK is reinforced by

Strokes — Kicks (negative).

Games — "Kick me."

Stamps — Feelings of being hurt, attacked, blamed, abused, or rejected.

Pastimes — "Ain't it awful."
"Look what happened to me."
"My woes are greater than yours."

f. *Intimacy*. This is characterized by the uniqueness of both partners, a mutuality in giving, sharing, taking risks, and trusting. This is not the same as being involved with things (*e.g.*, watching T.V. together), involvement with too many people (so one can be intimate with none), mindlessness, or sexual activity. Intimacy is a "union of personalities," the mutuality of two people in a shared identity. It results in a mutual verification through an experience of finding oneself as one loses oneself in another.

An intimate relationship requires certain qualities of each individual as well as of the interaction between them. Intimacy grows as people dare to risk greater openness, learn to be emotionally present to one another, and develop a high degree of caring for one another through a climate of trust based on commitment to open-ended continuity.

Intimacy is like an instrument of many strings. The music which people make together comes from playing a variety of combinations of strings. The important thing is to discover the particular harmony and melody of intimacy which is most satisfying mutually for the people involved. The music patterns will vary at different periods in the relationship. At various times the music will be interrupted by silence or disharmony.

FACETS OF INTIMACY

i. Sexual: expression of caring and enjoyment of each other.

ii. Emotional: the depth awareness and sharing of significant meanings and feelings. The touch of the inmost selves of human beings. Being tuned to one another's wave length. Child-Child communication.

iii. Intellectual: closeness in the world of ideas.

iv. Aesthetic: sharing experiences of beauty.

v. Creative: sharing the experience of creating.

vi. Recreational: relating in experiences of fun and play.

vii. Work: the closeness of sharing common tasks.

viii. Crisis: closeness in coping with problems and pain.

ix. Conflict: facing and struggling with differences.

x. Commitment: mutuality derived from self-investment.

xi. Spiritual: the we-ness in sharing ultimate concerns.

xii. Communication: the source of all types of true intimacy.

8. *Injunction, Counter-Injunction:* located in the Parent are feeling messages — fears, wishes, desires, anger — that your parents felt prohibited or inhibited about as a child. We call these feelings messages *Injunctions*. These messages are irrational, expressed preverbally and nonverbally, from the angry or frightened Child of the parents, usually the mother. They vary in range, area of restriction, intensity, and potential for damaging effects.

Examples:

Don't be you, be me or someone else (male, female, black).

Don't grow up.

Don't be well, be sick.

Don't be a child, be grown up.

Don't make it, don't be a success.

Don't be close to people.

Don't be sane, be crazy.

Don't count, be unimportant.

Don't think/feel what you think/feel (angry, sexy, happy, good), think/feel only what I think/feel.

A *Counter-Injunction* is a message, usually in the form of a slogan, from your grandparents or from whoever raised your parents or parental figures.

Examples of Injunction and Counter-Injunctions:

From Mother's Child: "Don't be you."

From Mother's Parent: "Be a man, my son."

The result may be homosexuality, forever proving one's self as a man, or withdrawal (live alone and being lonely).

From Mother's Child: "Don't feel good, be unhappy."

From Mother's Parent: "God helps those who help themselves."

The result may be a person looking for ways to make himself miserable.

From Mother's Child: "Don't grow up."

From Mother's Parent: "Raise yourself by your own bootstraps."

The result may be a person who works hard but never makes it.

The Doe Family

Sue: Momma, I am so angry at my teacher.

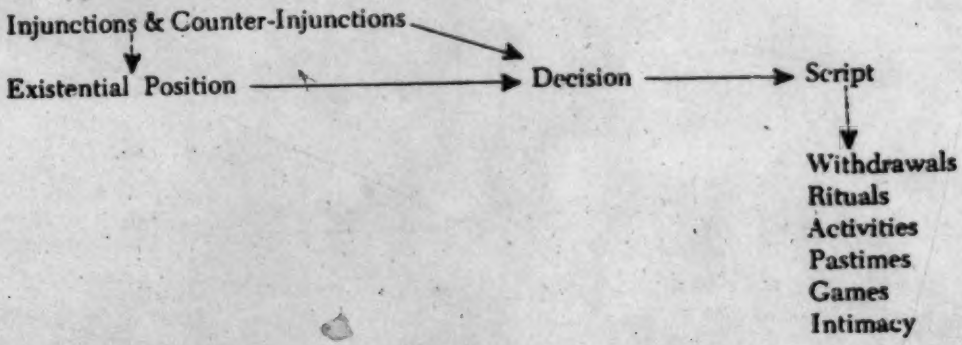
Momma: Sue, we don't get angry in this family!

Sue: I'll go tell Grandma! Grandma, I'm angry!

Grandma: It's alright to be angry and blow up once in a while, Sue!

9. *Scripts, Counterscripts and Episcripts:* a *Script* is a pre-conscious life-plan, decided by the child before age 6 or 7. It is based on injunctions and counter-injunctions, consequent existential position, and insufficient information. *Since it is decided, it can be redecided.*

We hypothesize the development of the person's script as follows:



A *Counterscript* is a preconscious life-plan decided by the child's Parent.

People who have problems appear to have *scripts* that have a bad outcome (sickness, badness, stupidness, craziness, suicide, or murder). The *counterscript*, based on messages from the parenting person's Parent, generally has a good outcome. A person can switch from *script* to counterscript. The aim of therapy is to free the person from following his scripts and counterscripts.

Sometimes a child may decide he can avoid the bad outcome of his script by passing it on to someone else (*e.g.*, I can avoid craziness if I can drive others crazy). This is known as an *Episcript*.

II. THERAPY CONSIDERATIONS

To the extent that therapy is able to focus on injunctions, counter-injunctions, and existential position, it is powerful, efficient, effective, and lasting.

A. Assumptions

It is assumed that the facilitator cannot change the person. Only the person can change himself. The facilitator can:

1. bring the person to an awareness of how he makes himself and others sick, bad, stupid or crazy.
2. help him develop permission to change.
3. give protection while he changes.

If he is aware of how he hurts himself, he is aware of the changes he needs to make. But will he make the changes? The facilitator may need to help the person give himself permission to make the change.

Unfortunately many persons and facilitators wait for something magic to happen to make it all right (the Santa Claus fantasy). Consequently, persons can be in "therapy" for years but never change. Others may be in therapy to be "in therapy" but not to change.

B. Basis For Change

Therapeutic change is based on *decisions* and *action*. If the person does not do this, no one else will; hence the necessity of emphasizing:

1. contract.
2. the Adult's ability to turn off inappropriate Child and Parent states.
3. permission.
4. protection.
5. decision.
6. what the person can do. If you accept a "can't," you agree with the person that he is helpless and, therefore, likely hopeless.

C. Contract

The person commits himself to a plan for behavior change. Important contracting conditions:

1. The person makes the contract with himself; the facilitator is only a guide and a witness. With a dishonest contract, the person thus defeats only himself.
2. The more explicit the contract the better. The person has the right to refuse a contract, which is another way of clarifying his readiness for change.
3. The more operational the contract the better (*e.g.*, "happiness" is not operational; there are no criteria to measure it by). You might ask the person:
   a. "What would you be doing better if you were happier?"
   b. "How do you make yourself unhappy?"
   c. "What do you want to stop doing?"
4. The contracts can be renegotiated.
5. Contracts are most useful if satisfactory to all of the three ego states of both the facilitator and the person.
6. The contract is one way of assuming that what goes on between the facilitator and person is more likely to be an activity which promotes growth toward personal fulfillment.

III. SUGGESTED READING

1. Berne, Eric: Games People Play
New York Grove Press - 1964

2. Harris, Thomas A: I'm OK - You're OK
New York: Harper and Row - 1969

3. James and Jongeward: Born to Win
Addison Wesley - 1971
Don Mills, Ontario

4. James and Jongeward: Winning with People
Addison Wesley - 1972
Don Mills, Ontario

5. Jongeward: Everybody Wins
Addison Wesley - 1973
Don Mills, Ontario

APPENDIX B

TRAINING STANDARDS OF THE

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

PART I TA 101 COURSE OUTLINE

PART II TA 101 COURSE REFERENCES

PART I

TA 101 COURSE OUTLINE

As of Winter Convention
Training Standards Committee
Meeting - January 1975

1. Statement of purpose of course.

2. Definition of TA and its areas of application.

3. History of Berne's development of ideas and description of his writing.

4. History of ITAA.

5. Membership categories of ITAA and requirements and privileges.

6. Professionalism in ITAA--ethics--imitators.

7. Philosophy of TA as a treatment modality.
   a. Decisional model
   b. Scripts as denial of autonomy and Impairment of decision making potential
   c. OKness at birth

8. Strokes
   a. Positive, negative, conditional, unconditional
   b. Biological necessity--works of Spitz and others
   c. Stimulation, hunger

9. Ego States
   a. Definition
   b. Origin
   c. Functions
   d. Behavioral descriptions
   e. Second order descriptive (functional) analysis
   f. Internal influence compared with manifest behavior
   g. Cathexis, executive

10. Contamination--Exclusion

11. Transactions
   a. Definition
   b. Types
   c. Rules of communication

12. Life positions--position hunger

13. Structuring time
    a. Six ways
    b. Relationships to strokes
    c. Structure hunger

14. Discounting
    a. Definition
    b. Ways to discount
    c. Function of discounting

15. Rackets
    a. Definition
    b. Relationship to Trading Stamps
    c. Substitute feelings
    d. Explorative Potential
    e. Magical beliefs
    f. Relationship to psychosomatic symptoms

16. Games
    a. Definition
    b. Relationship to rackets
    c. Relationship to discounting
    d. Relationship to pastimes
    e. The payoffs of games
    f. Essential features
    g. Names and examples
    h. Degrees--hardness
    i. Berne's Formula G
    j. Karpman's Drama Triangle
    k. Relationship diagramming
    l. Responses to game initiation

17. Life Scripts
    a. Definition
    b. Decisional origin--elaboration
    c. Elements of script formation--injunctions, program, counter injunction
    d. How script is possible
    e. Script matrices
    f. Injunctions--examples

18. Clinical TA
    a. Contracts
        1. Purpose
        2. Elements
    b. Cure or Change--attainment of objective

c. Approaches to treatment
    1. Social transactions
    2. Re-parenting
    3. Permission
    4. Re-decision
d. Options

19. Non Clinical Applications of TA

PART II

TA 101 COURSE REFERENCES

Compiled Primarily by

CHERYL CHIP McGAHEY, Ph.D.

Taken from the Transactional Analysis Research Index, authored by Chip McGahey & Maudine Blair, Florida Institute for TA, Tallahassee

---

1. Statement of purpose of course.

2. Definition of TA and its areas of application.

3. History of Berne's development of ideas and description of his writings.

   TA in Psychotherapy, Preface and introduction,
   TAJ, 1:1, 1971, Eric Berne Memorial Issue

4. ITAA history.

   TAB, 4:13, 1965, p. 3.
   TAB, 5:17, 1966, p. 105.
   TAB, 5:19, 1966, p. 164.
   TAB, 7:25, 1968, p. 19.
   Eric Berne Memorial Issue, Vol. 1, #1, January, '71 TAJ.

7. Philosophy of TA as a treatment modality.

   Games People Play, Introduction.
   Principles of Group Treatment, Chapter 10.
   Scripts People Live, Introduction.
   TA in Brief.

8. Strokes

   Born to Win, Chapter 3.
   Games People Play, Introduction.
   Scripts People Live, Chapter 22.
   TAJ, July, 1971, 1:3, Scripts Issue

9. Ego States

   Born to Win, Chapters 2, 5, 6, 9.
   Dusay, John, "Egograms and the 'Constancy Hypothesis'",
   TAJ, 2:3, 1972, p. 37.

Edwards, Mary, "The Two Parents, TAB, 7:26, 1968, p. 37.
Games Alcoholics Play, Chapters 1 and 2.
Games People Play, Chapter 1.
Karpman, Stephen, "Options," TAJ, 1:1, p. 7, 1971.
I'm OK—You're OK, Chapter 2.
TA in Psychotherapy, Chapters 2,3,4,5,6,7,16,17.

10. Contamination and exclusion

I'm OK--You're OK, Chapter 6.
Born to Win, Chapter 9.
Scripts People Live, Chapter 1.
TA in Psychotherapy, Chapter 4.

11. Transactions

Born to Win, Chapter 2.
Games Alcoholics Play, Chapter 1.
Games People Play, Chapter 2.
Karpman, Stephen: "Options", TAJ, 1:1, 1971, p. 79.
I'm OK--You're OK, Chapter 5.
Scripts People Live, Chapter 1.
Sex in Human Loving, Chapter 4.

12. Life positions

Berne, Eric, "Classifications of Position," TAB, 1:3, 1962, p. 23.
Born to Win, Chapter 2.
I'm OK--You're OK, Chapter 3
Principles of Group Treatment, Chapter 12.
Scripts People Live, Chapter 5.

13. Structuring Time

Games Pople Play, Chapters 2-5.
I'm OK--You're OK, Chapter 7.
Sex in Human Loving, Chapter 3.

14. Discounting

Born to Win, Chapter 3.
Schiff & Schiff, "Passivity," TAJ, 1:1, 1971, p. 71.
Scripts People Live, Chapter 9.

15. Rackets

Berne, Eric. "Trading Stamps," TAB, 1:3, 1962, p. 23.
English, Fanita, "The Substitution Factor: Rackets and Real Feelings," TAJ, 1:4, 1971, p. 27.

English, Fanita, "Rackets and Real Feelings," TAJ, 2:1, 1972, p. 23.
Goulding, R. in Progress in Group & Family Therapy, Chapter 9.
Holloway, W. Monograph VI, Monograph Series of MIHU.
Layman's Guide to Psychiatry and Psychoanalysis (psychosomatic).
Scripts People Live, Chapters 1 and 8.

16. Games

Born to Win, Chapters 2, 7, 8.
Dusay, John, "Response," TAB, 5:8, 1966, p. 136.
Games Alcoholics Play, Chapters 8, 9, 16.
Games People Play, Chapters 5 through 18.
Holloway, M., Monograph V, The Monograph Series of Midwest Institute.
James, John, "The Game Plan," TAJ, 3:3, p. 14, 1973.
Karpman, Stephen, "Fairy Tales and Script Drama Analysis," TAB, 7:26, 1968, p. 39.
Principles of Group Treatment. Chapter 14.
Scripts People Live, Chapter 1.
Sex in Human Loving, Chapter 5.
Stuntz, Edgar. Transactional Game Analysis: A Review of the Literature, 1962-1970.
TA in Psychotherapy, Chapter 10.
What Do You Say After You Say Hello?

17. Life Scripts

Allen, B., "Liberating the Manchild," TAJ, 2:2, pp. 68-71.
Berne, Eric. ITAA Summer Conference Preliminary Orientation, TAB, 5:20, 1966, p. 172.
Born to Win, Chapters 2 and 14.
Games Alcoholics Play, Chapters 7, 10, 15, 17.
Goulding, R. in Progress in Group & Family Therapy, Chapter 9.
Hamsher, J.H., "Male Sex Roles: Banal Scripts," TAJ, 3:1, pp. 23-8.
Holloway, W., Clinical Transactional Analysis and Use of the Life Script Questionnaire.
Holloway, W., Monograph II, Monograph Series of the Midwest Institute.
James, M., "The Downscripting of Women for 115 Generations," TAJ, 3:1, pp. 15-22.
Jongeward, D., "What do you do when your script runs out? TAJ, 2:2, pp. 78-80.
Kahler, & Capers, "The Miniscript," TAJ, 4:1, p. 26, 1974.
McCormick, Paul. Guide for the Use of the Life Script Questionnaire.
Sex in Human Loving, Chapter 5.

Steiner, Claude. "Script and Counterscript," TAB, 5:18, 1966, p. 133
TA in Psychotherapy, Chapter 11,
TAJ, 2:2, 1972, Scripts Issue
What Do You Say After You Say Hello?
White & White, A Transactional Analysis Psychohistory.
Wycoff, H., The Stroke Economy in Women's Scripts," TAJ, 1:3, pp. 16-20.

18. Clinical TA

Contracts--

Games Alcoholics Play, Chapter 12.
Principles of Group Treatment, Chapter 2.
Scripts People Live, Chapter 20.

Cure, Change--

Born to Win, Chapters 1 and 10.
Holloway, William, "Beyond Permission," TAJ, 4:2, p. 15, 1974.
I'm OK--You're OK, Chapter 4.
Principles of Group Treatment, Chapter 12.
TA in Psychotherapy, Chapters 9 and 20.

Reparenting--

Born to Win, Chapter 5.
James, M. "Self-Reparenting: Theory and Process," 4:3, TAJ, 1974, p. 32.
TAB, 8:31, July, 1969, Parenting Issue.

Permission--

Allen & Allen, "Role of Permission," 2:2, TAJ, 1972.
Crossman, Pat, "Permission & Protection, TAB, 5:18 1966, p. 152
Holloway, William, "Beyond Permission," TAJ, 4:2, p. 15, 1974.
Games Alcoholics Play, Chapter 17.
Scripts People Live, Chapter 21.

Re-decision--

Goulding, Robert, Chapter 9 in Progress in Group and Family Therapy.

19 Non-Clinical Applications of TA

Ernst, Ken. Games Students Play.
Freed, Al. TA for Kids.
Harris, Tom. I'm OK--You're OK.

Holloway, W., Clinical Transactional Analysis and Use of the Life Script Questionnaire
Holloway & Holloway, The Monograph VII, The Monograph Series of Midwest Institute.
James, Muriel. Born to Love: TA in the Church.
James, M., The O.K. Boss.
James, M., The People Book: TA for High School Students.
James, Muriel, What Do You Do With Them Now That You've Got Them?
Jongeward, D. & Scott, D. Affirmative Action for Women.
Jongeward, D., Everybody Wins: TA Applied to Organizations.
Novey, Ted. Making Life Work.
Meininger, Jut., Success through Transactional Analysis.
TAJ, 1:4, 1971. Education Issue

General References to the 101

Dusay, J. & Steiner, C., in Comprehensive Group Psychotherapy, Chapter 3.
McCormick, P. & Campos, L. Introduce Yourself to Transactional Analysis.
McCormick, P. & Campos, L. Introduce Your Marriage to Transactional Analysis.
Woollams, S. et al, Transactional Analysis in Brief.

APPENDIX C

LIFE SCRIPT MARATHON

LIFE SCRIPT MARATHON

A heterogenous grouping of 14 individuals came together for intensive treatment from a Transactional Analysis--Gestalt theoretical perspective. The focus was on the internal structure or private logic (child magic) of the participant. Internal reinforcement schedules as well as external reinforcement schedules were addressed. The therapy was contractual in nature. Autonomy within the group structure was emphasized.

Friday, 7:00 P.M.--11:00 P.M.

The focus of the first evening was upon gathering information about the private logic of the participants. This was accomplished through four phenomenological fantasies. The facilitator asked the participants to project themselves into a particular time in their lives and experience it as though they were there. Participants were then asked to report it to the group as though it was happening in the present. They reported the phenomenon, feelings, thoughts, and their physical or motor responses to the phenomenon. The last three fantasies were printed on newsprint and posted around the room for the duration of the marathon. The fantasies were given similar to the following.

Fantasy #1

"Reflect on your early childhood. Go back and recall three things you like doing and then three things you are good at."

Purpose: "An ice-breaker--Share with another participant and

introduce each other to rest of group as though you were both in early childhood and the events were happening now."

Fantasy #2

"Reflect on your early childhood. Go back and recall your most miserable experience. What happened, who was there, what were you feeling, what did you say in your head?"

Purpose: "To look at some early decisions about what you had to do to survive."

Fantasy #3

"Project into the future and imagine your death. How old are you, what did you die of, who is there, what are they saying, what would you say about your life if you could speak?"

Purpose: "To attempt to make explicit what you are living implicitly in your lives."

Fantasy #4

"Project to the end of the weekend as you leave the marathon. A child stops you and asks what you have been doing, what you have learned about yourself, how you have changed?"

Purpose: "To attempt to establish a social contact with each participant."

Saturday, 9:00 A.M--12:00 noon; 1:30 P.M.--5:30 P.M.; 7:00 P.M.--10:00 P.M.

The therapist was available for facilitating and working through personal change contracts. He listened for, confronted, and asked participants to be aware of the 'cons' or invitations they were

offering him and members of the group to enter into their own personal lives at a dysfunctional level. By confronting these pseudo-contracts the participant often got in touch with a rush of feelings. The participant was then asked to get in touch with an early scene in which the same feeling was experienced. From this an early life decision could be heard. The therapist facilitated finishing the unfinished business of unresolved issues in parenting, the environment, with siblings, or with significant others. After finishing the business the participant was stroked for the work done and left to sit with the new direction.

As the group continued, unfinished business was constantly being taken care of. Early childhood decisions were heard and confronted. The movement was toward redecision and to how each participant would live life differently from that point on.

Rounds were an important part of the process. Periodically members were asked to share what was happening within themselves as the group progressed.

Sunday, 8:00 A.M.--12:00 noon; 1:30 P.M.--4:30 P.M.

Communion, 8:00 A.M.--9:00 A.M.

A nondenominational communion was celebrated for all those who chose to be involved. This was followed by a breakfast and an informal time of interpersonal sharing.

9:00 A.M.--12:00 noon; 1:30 P.M.--4:30 P.M.

The format continued as on the previous day. The final hour was spent in rounds, with each individual verbalizing what he had

learned. The effect was to say good-bye to the experience of the marathon and to prepare each participant for re-entering his own environment and his own personal life.

APPENDIX D

PERSONAL RESPONSE QUESTIONNAIRE

PERSONAL RESPONSE QUESTIONNAIRE

Directions: Listed below are a number of statements concerning attitudes and traits. Read each item and decide whether the statement is True or False as it pertains to you personally, and mark it on the answer sheet provided.

1. When in a difficult or tense situation, my stomach churns and my hands sweat.
2. I usually get upset if I don't get my own way.
3. I like to leave as few things to chance as possible.
4. Many people are forgetting that it is only through hard work that they will reach the top.
5. I am seen as being a stubborn person.
6. I seem to have developed a capacity for independent thinking, as opposed to many who conform to other people's thoughts and ideas.
7. When people tell me that I should do something, I have a tendency to do just the opposite.
8. I usually try to live up to the expectations of others.
9. It bothers me that there are not enough people today with the courage to stand up for what is right.
10. I usually estimate the risks of making a decision before actually making it.
11. When I am happy, everyone seems to know it.
12. I think that I am more observant than most people.
13. When I see people that are weak and unassuming, I try to make sure that others don't take advantage of them.
14. I feel comfortable following a strong leader.
15. People are not moral enough today.
16. I often wonder what "they" will say about things that I do.

17. There are too many unproductive people in the world.

18. Most people should go to church more often than they do.

19. If I do something that I don't want to do, I usually do it grudgingly.

20. It is important for me to analyze all situations thoroughly before I act.

21 My first reaction when told to do something is to say "no".

22. I often find myself in situations where I am the leader and other group members depend on me for guidance.

23. It takes a lot to convince me to do something when I don't want to do it.

24. I find that I want to comfort people who are having bad times.

25. You are judged by the company you keep.

26. When wandering through a store, I find that I like to touch and feel many of the store's goods.

27. What people need today is more discipline.

28. I usually act the way I feel, rather than controlling my emotions.

29. I have a tendency to talk and laugh loudly in my interactions with others.

30. When people don't see things my way, I really get frustrated but try to hide it.

31. I have difficulty getting along well with most leaders.

32. One way of stopping wrong-doing is to severely punish people who break the law.

33. I often find myself using expressions like "Wow!", "Gosh!", etc.

34. When confronted with adversity, I either sulk or withdraw.

35. It is important to know how to "get around people".

36. I feel uncomfortable when people express negative emotions such as anger, boredom, etc.

37. I am careful not to laugh or talk too loudly.

38. If something seems that it may become a problem, I try to think of alternative solutions.

39. I dislike other people telling me what I "ought" or "should" do.

40. I feel most important when I am helping others.

41. My whole body tenses when someone tells me I have to do something.

42. I find myself being open and spontaneous with other people.

43. I find that being really nice to people helps get me things that I want.

44. You just don't get service any more like you used to.

45. I usually come to the aid of friends who are in difficulty.

46. I tend to agree rather than argue with other people about concepts of right and wrong, ideas about what to do, plans, programs, systems, procedures, etc.

47. I would enjoy working in the area of helping others.

48. I tend to argue rather than agree with people about concepts of right and wrong, ideas about what to do, etc.

49. When I feel angry I let people know.

50. Some people say that I have a chip on my shoulder.

51. I see myself as being a person with good foresight.

52. I enjoy doing "stupid" things just for the fun of it.

53. It's disgusting the way taxes keep going up to support people on social welfare.

54. I tend to look at "all the facts" and plan carefully before starting some action.

55. I have a tendency to support the underdog.

56. I think children should be taught to help other people as much as possible.

57. I enjoy making decisions for the good of other people.

58. It disturbs me that people are losing sight of traditional and conservative ways of doing things.

59. Many people need to be protected from society.

60. Teenagers would be better off if they listened to and learned from the experiences of older people.